

# THE SCHOOL JOURNAL

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No. 17

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## Training in Honesty.

Honesty is the root of every virtue. Where this is lacking there can be no moral character, and where this is wanting humanity must decay. Blessed is the people that loves honesty better than riches. That school serves the country best which places training in honesty above all else; which teaches the boy to be honest to himself, to the school, to the community, to everybody; honest in work, honest in play, honest in speech, honest in purpose.

Dishonesty is the greatest corrupting force in the world. Wisdom has personified the sum of evil in the "father of lies." The schools must never cease to fight this giant. They must be vigilant not to encourage any tendencies that run counter to simple, homespun truth.

Are the schools doing their full duty in this respect? Are they at least honest themselves—honest in profession and work? Are only honest people chosen as teachers, principals, superintendents, and trustees?

The example, the atmosphere of honesty is essential to the growth of honesty at school. To the child the school represents society and the state. Here he acquires knowledge of the purposes and doings of the world. He participates in the world's business. His tasks are as serious as those recompensed in dollars and cents. His reward is the pleasure which comes from putting the best that is in him into his work. School, as Colonel Parker used to insist, is "not a preparation for life, it is life." The spirit of the school, then, is of supreme importance. Honesty, the staunchest kind of honesty, ought to rule everything. Does it?

Alas! there are dishonest schools. There are schools which reward possession rather than effort. The boy who stands highest in a memory test, the boy who is shrewdest, the boy who has the best native endowment and the largest amount of help at home—they are the ones who most frequently carry away the prizes. I am glad to see my friend Hartwell, of Brooklyn, keep up his fight against this iniquity. His Lincoln Improvement League is enlisted for the establishment of honest standards of rewards in school. The degree of improvement, the effort put forth to rise, they are to be encouraged by the school, and not mere ability.

Other schools there are whose pretensions and practice run far apart. Their programs are prepared for the eyes of the outside world; the actual work is something entirely different. They crave for present plaudits more than for the consciousness of honest toiling for the abiding welfare of their pupils. They take pride in medals and diplomas received at exhibitions rather than in the nurture of sturdy principles of Americanism in the consciences of the young. They labor for showy products rather than for persistent progress. An honest school is willing to have its practice speak for its purposes: it looks for its approval to the pupils matured to men and women, to the future

manhood and womanhood in the boys and girls now toiling for the development of their natures. Here is where honesty is most needed.

One species of dishonesty is nurtured by examination systems which grade worth by remembered facts. Such examinations still flourish, tho their reign is less extensive than in years gone by. One result is that the schools ruled by these systems shape their whole course of teaching by the examination requirements. They may explain their slavery as they choose, the fact remains that they are not governed by honest considerations as to what is best adapted to the actual individual needs of pupils. Forsooth, one much lauded school system which prides itself on doing "individual" work is chiefly a coaching machine for the Regents' examinations in the state of New York: the individual needs are explained with reference to the Procrustean requirements instead of by an understanding of humanity. Another town manages to win for itself year after year the gratification of having all (or nearly all) children who try the Regents' examinations pass them with fairly high rating: the children know the dishonesty beneath it, as preliminary examinations are resorted to in order to weed out pupils who are not likely to win out in the test. Honesty cannot thrive where the race is to the swift. The schools must have a higher standard.

The honest toiler in the school is blessed with rewards that neither money nor fame can buy. He feels he is engaged in the best work that can fall to the lot of a human being. He is happy to be in daily touch with young and growing lives. Here is the real fountain of youth. He knows that life is worth while because he can see the world grow better every day. He understands that growth is the fundamental law of life, and that decay is sure to follow when growth ceases, and that urges him on to grow himself. Whatever is best for the children in the long run, that is what he is constantly striving to bring within their reach, thereby winning for himself the approval of the men and women of to-morrow. Youthfulness, growth, and the happiness which flows from well doing,—he who possesses these is truly to be envied.

## New York Superintendents.

The meeting of the New York State Council of School Superintendents at Buffalo was unusually well attended, in spite of storm and rain. The principal discussions turned about permanent tenure for teachers, the enforcement of truant laws, and the teaching of English composition.

Mr. Goodwin gave an excellent presentation of the new courses of study suggested for the secondary schools by the state department of public instruction. While he spoke an orator with a voluminous voice held forth before an aldermanic

committee in an adjoining room. "What is the old shell worth?" shouted the aldermanic orator when he had reached the height of indignation; with this and similar explosions he managed at times to drown Mr. Goodwin's voice completely.

Such discourtesy, for that is what it was, on the part of the representatives of the citizens does not reflect credit upon Buffalo. However, Mr. Goodwin held the attention of his audience by the keenness of his statements and the grasp he revealed upon the high school problem.

Mr. Sullivan who is in charge of the Compulsory Education office replied with promptness and precision to every one of the questions that were put to him. The discussion brought out that under existing laws the highest educational authority of every locality, usually the board of education, has a certain amount of power of supervision over the parish and private schools within the boundaries of its jurisdiction. The board can require the parish and private schools to submit their registry lists, and it may also insist that the course of study meet the minimum requirements established by state law. Of course, as Mr. Sullivan wisely suggested, the enforcement of these provisions should be very tactfully handled. But the fact remains that all the schools—common, parish, and private—are subject to control by the educational authorities of their respective localities. This statement by Mr. Sullivan was a revelation to many. The law is reasonable. If the state's well-being is dependent upon education of the young, it has a right to compel people to send their children to school and also to insist that the education provided shall meet certain minimum demands.

Dr. Joseph S. Taylor was called upon to speak on English composition. He argued for the encouragement of free oral expression on the part of children. His suggestions were evidently the outgrowth of practical experience in the school-room. Dr. Taylor has been himself a very successful teacher and his service as principal and district superintendent of schools in New York city has greatly increased his grasp upon school-room problems. His book on school management counts among the best practical teacher's helps published.

The committee on legislation was instructed to co-operate with a similar committee appointed by the State Teachers' Association for the enactment of a law providing some form of permanent tenure for efficient teachers. There was considerable talking for and against the proposition. Supt. A. B. Blodgett and other conservatists believed that the tenure laws invariably operate in favor of the retention of inefficient teachers, that good teachers were never dismissed, and that unjustly discharged teachers, if such there were, could find better places without difficulty. The prevailing sentiment however seemed to favor permanent tenure.

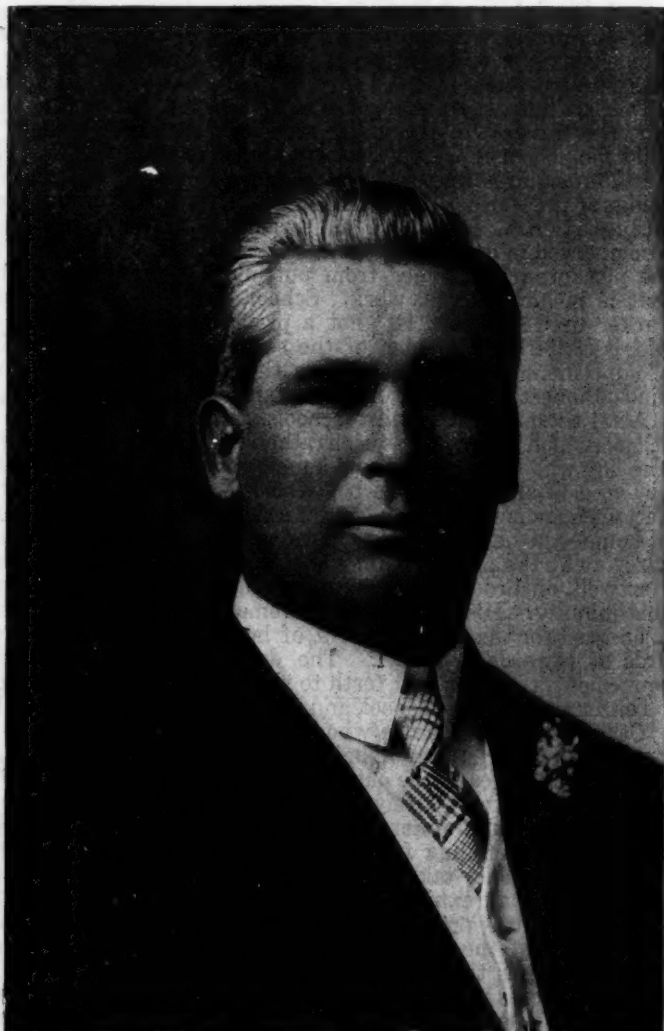
An enjoyable evening was spent at the Chapter House, the clubhouse owned by the Buffalo teachers. Here the Women Teachers' Association and the Schoolmasters' Association of the city united in entertaining the visitors in royal style. The beautiful contralto voice of Miss Ada M. Gates, principal of one of the best schools in Buffalo, contributed to the pleasure of the occasion. A talk on oral expression and written

speech was given by Dr. Ida C. Bender. She brought out the point that children must be permitted to hear some stories told by the teacher for the mere pleasure of listening and for inspiration, and that not all stories shall be reproduced. Miss Shedlock told stories of both kinds to reinforce the contention of Dr. Bender. After that all enjoyed a social hour together, and the hosts were voted the most thoughtful and delightful entertainers the Council has ever had the good fortune to meet.

Supt. Leigh R. Hunt, of Corning, a faithful member of the Council, was elected president. Supt. E. J. Lantman of Port Chester gave such general satisfaction as secretary last year that he was unanimously re-elected. Next year the Council will meet at Rochester.

### The Brooklyn Association.

No local educational organization in the country can point to a prouder record of achievement than the Brooklyn Teachers Association. Not only has it steadfastly adhered to its policy of making the professional improvement of the teacher its paramount object, but it has also taken an active part in shaping school legislation and to a large extent also—larger than is usual with teachers' organizations,—the policies of public instruction in Brooklyn. In the past, without its co-operation the superintendent of schools was practically powerless as regarded the carrying out of new departures. Even



Prin. Lvman A. Best. President of the Brooklyn Teachers Association.



Dr. Maxwell had to yield when he ran counter to its best judgment. Its strength was its professional breadth: Selfish interests were never permitted to assume control. The best interests of the children at school, of the teachers, of Brooklyn,—these were the first and supreme considerations, always.

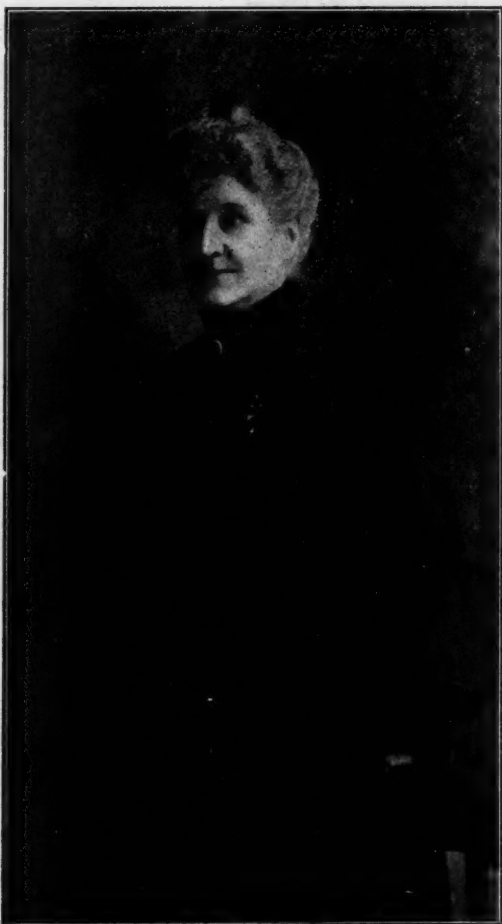
Under President Best's splendid administration the traditions of the past are vigorously upheld. The beautiful souvenir recently issued by him as his report for 1904-5 gives a comprehensive view of the extent of the magnitude of the association's work. It contains also a condensed history of the organization from the beginning in 1874. Aside from beautiful pictures in colors there are printed portraits of all the presidents of the association. It must have cost Mr. Best many hours of labor to collect the history from the records, and to gather together the interesting illustrations. The association may well be proud of the volume. It is worthy of the good name the association has won for itself.

(On another page will be found a further reference to Mr. Best's report. The portraits of presidents published in this number were selected from its pages by courtesy of Mr. Best.)

Superintendent Boynton of Ithaca is working energetically for the success of the New York state teachers' meeting at Syracuse in the closing days of the year. He has succeeded in winning the co-operation of other state organizations, and the attendance promises to be large.

### Leader of American Kindergartners.

Mrs. Kraus-Boelte is a wonderful woman, whose labors in the cause of education have been and continue to be a power for good. It is largely due to her sane interpretation of Froebel's ideas that the



Mrs. Maria Kraus-Boelte.

kindergarten in this country has thus far escaped perversion by the symbolization mania. Her influence is a wholesome one. Many young women who have been permitted to call her their teacher and guide in the education of little children have been strengthened and made better by it, and in their work she will live when once she is called home to the eternal kindergarten. Mrs. Kraus-Boelte is well along in years, tho one who does not know would never believe it, so youthful she is in heart, in enthusiasm, and in educational interest. She is a very active worker, too. In fact there are few women so busy as she. Aside from conducting her training classes and lectures she keeps a watchful eye out for everything that gives promise of better things in education. No subscriber reads *THE SCHOOL JOURNAL* more carefully, no one is more eager to learn of significant phases of progress. Nor does she narrow her inquiries to matters that concern the kindergarten only. She is interested in all education. The continuousness and earnestness of this interest is refreshing. With it all she is modest and unassuming. To me her whole personality is an inspiration, and I hold her friendship very dear. It is with no small degree of pleasure, therefore, that *THE SCHOOL JOURNAL* presents on this page the portrait of Mrs. Kraus-Boelte, which was taken only very recently. It does not bring out all the sweetness and strength of character revealed in her face, but it does show something of it.

### A Georgia Model School.

Massachusetts, one of the most influential industrial schools in Georgia was recently destroyed by fire.

The school was founded in 1903, in the center of Bartow county, by the Georgia Federation of Women's clubs. Since that time it has developed to an amazing degree.

In order to arouse interest in the task of rebuilding the school, the Federation is circulating a report written just before the fire, by the manager, Mrs. M. F. Johnson.

Mrs. Johnson calls attention to the name of the school and says it was called "Massachusetts," because that Federation had most generously supported the industrial department. When the school was founded the equipment consisted of a new school-house, situated in a grove containing four acres.

"In anticipation of the establishment of the industrial department," continues Mrs. Johnson, "the people of the community built another room, and in this all the industrial branches were taught, cooking, carpentry, etc.

"The attendance so greatly increased the second year that more room was absolutely necessary, therefore a large, well arranged shop was erected near the kitchen. The school is a part of the county system, with the industrial branches added and the whole making, as a visitor expressed it, a truly model school.

"The teachers work beautifully together, and I consider the school most fortunate in securing Mrs. Clark and Miss Dozier. They are just the teachers we need. And I am sure I will be pardoned for relating, in this connection, that two ladies who are in charge of a school in another state said, after spending the day and closely watching the teachers and their methods, "Do tell us where you procured your teachers. If there is anything we do know, it is a good teacher, and we want two exactly like them. How peculiarly fortunate the school is in having such teachers."

"The enrollment this term is very much larger than for many years, and is 101. What a joy it is

that so many lives are directly touched for good, and thru these, many others.

"The pupils are almost entirely from the tenement class. Several families have moved into the neighborhood to secure the benefits of this school. The literary and manual training work has been closely correlated, and in this way we have been helped in getting the parents interested.

"Many of the mothers and those above school age are doing at home the work taught the children at school, and the library of 200 volumes is a popular feature of the school among the parents, as well as the pupils.

"The school gardens, planted and worked by the pupils in their industrial work (each grade has a garden), have been a valuable store house to which the literary teacher has gone in teaching reading, writing, spelling, language, and arithmetic.

"When the children return from the garden they are required to write a composition telling of their garden work.

"Many problems in arithmetic from day to day, are based upon this work. All new words found, as names of vegetables planted, etc., are put upon the board and serve as a spelling lesson. Often a language lesson is had after a trip to the garden, and the children tell in their own words what has been done there.

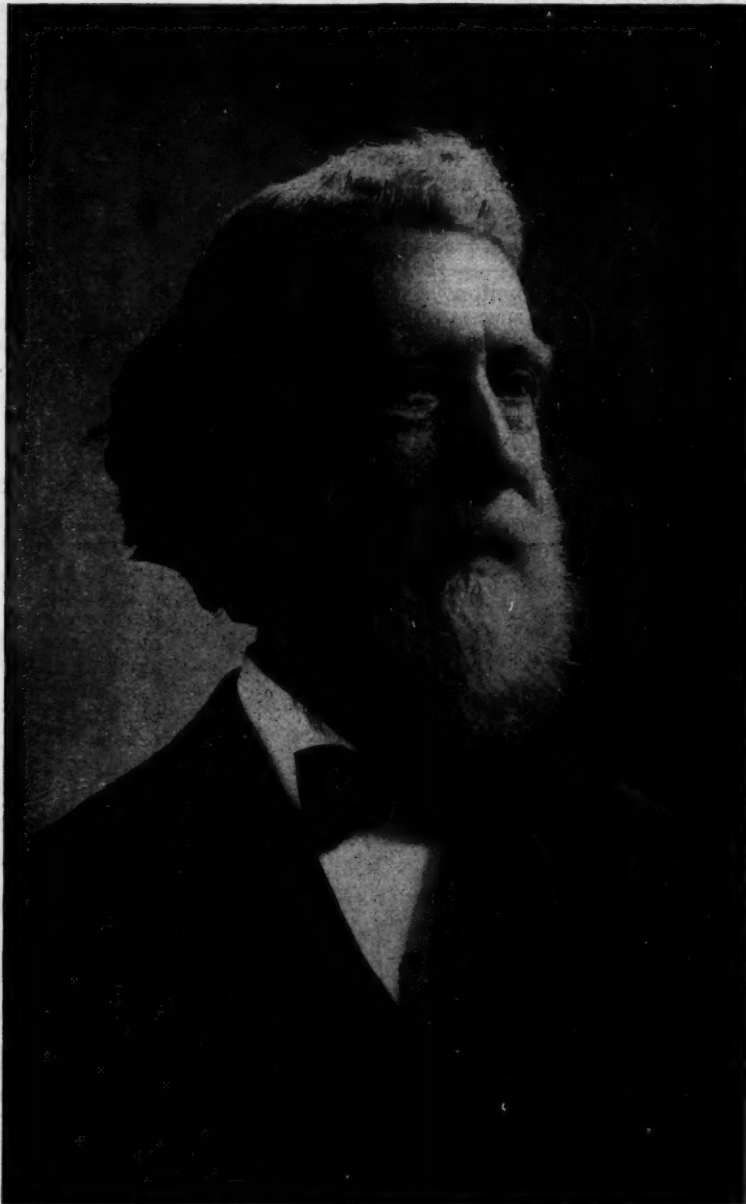
"Frequently, instead of reading from their books, the teacher writes sentences upon the board based upon garden work, which serve as a reading lesson, and later, as a writing lesson. The grounds have been beautified. Each grade has a flower bed. The children who come to school regularly make the best progress in everything. A number are held in school by the industrial work. The importance of habits of industry, neatness, promptness and the value of time is taught and stressed. Attention is constantly called to everyday objects and materials around them. Plain hand-sewing, practical cooking, knife and bench work, hat making of corn shucks and raffia, basketry, Indian beadwork, pyrography, etc., are taught. The children have sold hats, baskets, chains, etc., they have made. The children have improved very much in appearance, manners, grade of work, etc. Flowers are planted and other improvements made. Our pupils ranked well in a recent county oratorical contest. At this gathering were a number of our pupils wearing raffia hats, bead chains, and belts which they had made.

"A pathetic incident, and I could relate many: A little pupil was ill (and later died) in a house without a glass window, and continually talked of her pretty, bright school-rooms (there are many pictures, nature studies and other things of interest in each room), her teachers and school mates, and sang until the last, the songs which were sung

as a part of the opening exercises every morning. She constantly begged for light and to return to school. The teachers keep in close touch with the children in their homes. The teachers say the great secret of their success can be traced to the close correlation of the work.

"I think the most potent reasons are that the children have the proper advantages and the privilege of teachers who are Christian women and have their hearts in their work.

"With this combination success is the logical



Edward Bqsh.

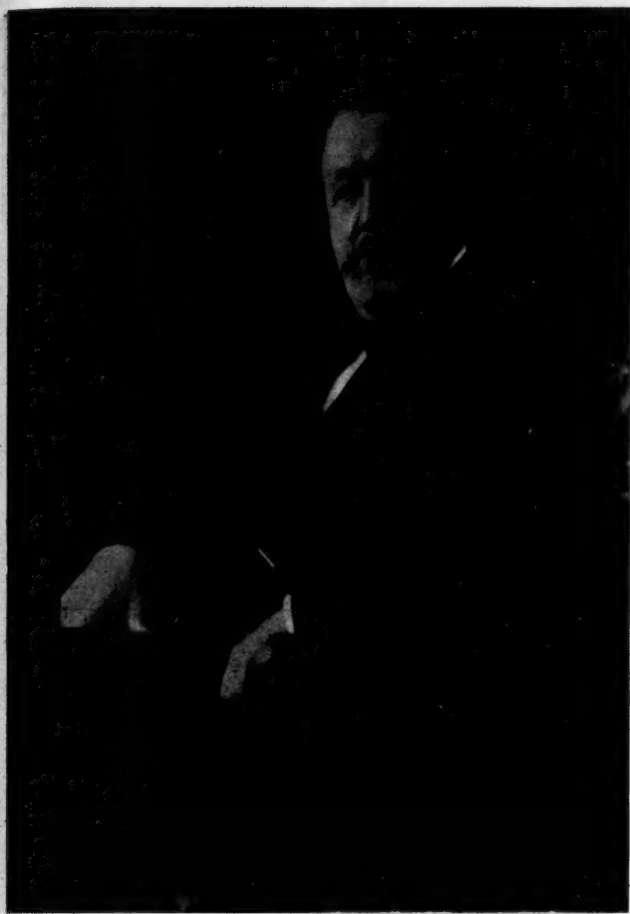
First President of the Brooklyn Teachers' Association.  
President 1874-'76; 1886-'89; 1890-'91.

result, the only result possible."

The members of the Georgia Federation earnestly hope that there will be generous response to the appeal for contributions to the building fund.

Quincy, Ill., has adopted a merit system in employing teachers and fixing their salaries. THE SCHOOL JOURNAL is indebted to Supt. D. B. Rawlins for information concerning the details of the plan, which was published in these pages recently.





District Supt. Algernon S. Higgins, President 1876-1881.



Terence Jacobsen, President 1882-83



District Supt. Seth T. Stewart, President 1885-86. | 7

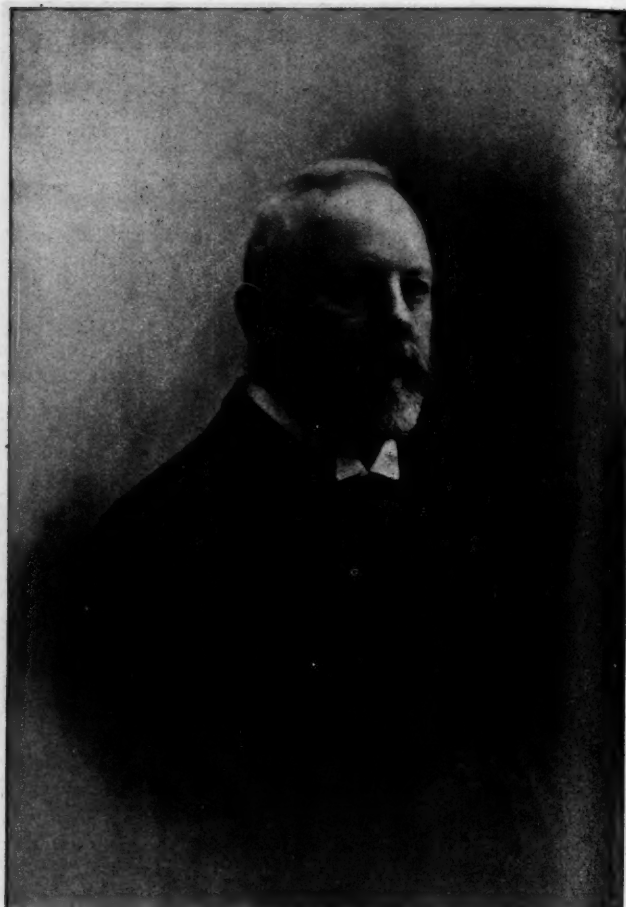


District Supt. John H. Haaren, President 1889-90; 1898-99.

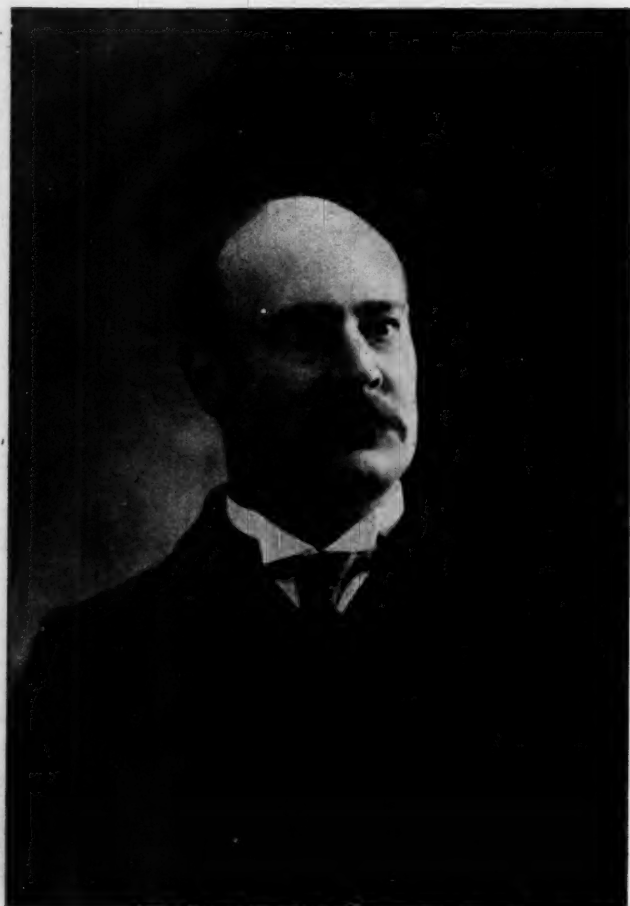
**Living Presidents of the Brooklyn Teachers Association.**



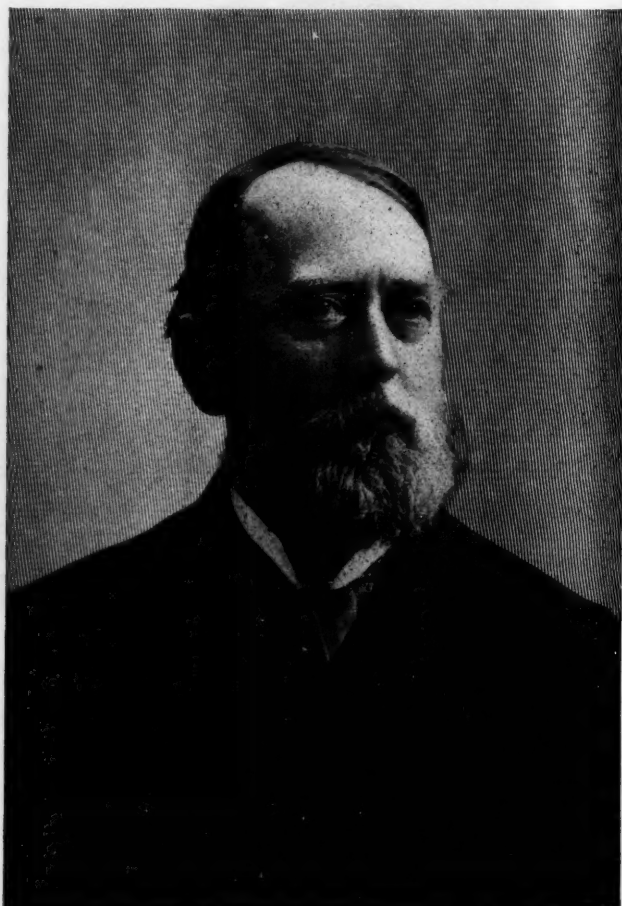
Prin. William L. Filter, President 1893-94; 1901-02



Dist. Supt. William a Campbell, President 1892-93.



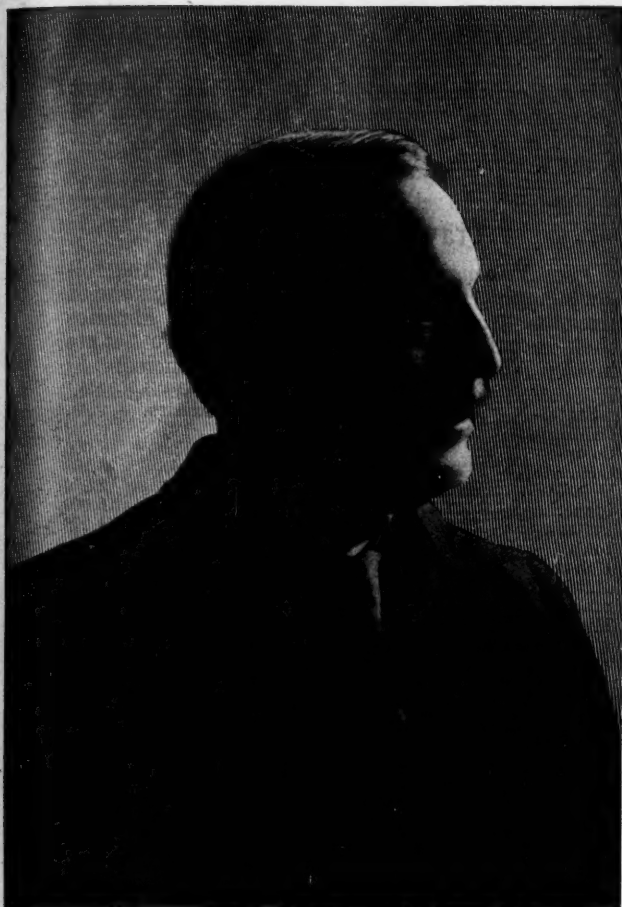
Prin. William T. Vlymen, President 1894-95



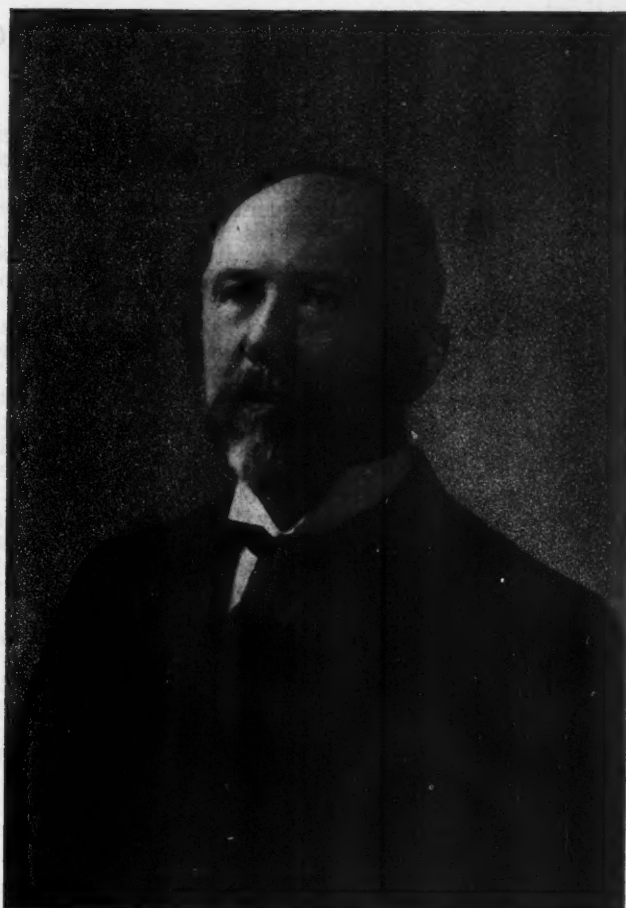
Prin. Channing Stebbing, President s895-96

**Former Presidents of the**





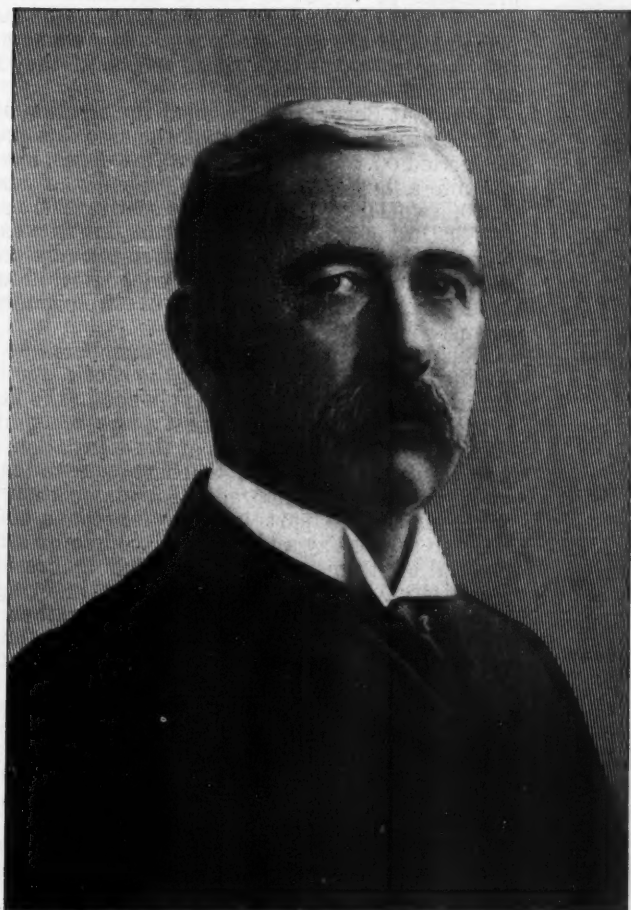
Prin. Walter B. Gunnison, President 1896-98.



Edward P. Crowell, President 1899-1900.



Prin. Oliver D. Clark, President 1900-1901.



Harry F. Towle, President 1902-03.

**Brooklyn Teachers Association.**

## President Best's Report.

The report of the Brooklyn Teachers' Association for 1904-05 contains a history of the association from its foundation in 1874. The chief aim, as suggested by President Best, is to supplement the report issued by Pres. Walter B. Gunnison in 1897, which was the first attempt to place in tangible form the material which has made history for the organization. The historical matter is made very attractive by the collection of portraits of all the eighteen presidents who have served since the organization in 1874.

After reviewing the work accomplished in the past years President Best calls attention to the discrimination in salaries along sex lines, which has been agitated to some extent during the past year. In this connection he offers as a suggestion for solution of the difficulty without too many changes and too great expense to the city the following: Before consolidation Brooklyn had no sex discrimination in salary. The position determined the salary, not the sex of the person holding the position. Mr. Best suggests for the readjustment of salaries: 1. Pay teachers of all classes of the first four years the rates of the present Schedule III.; minimum, \$600; maximum, \$1,240. 2. Pay teachers of girls' grammar classes (last four years) according to Schedule IV.; maximum, \$1,320. 3. Pay all teachers of boys' classes, last four years, at the rates of Schedule VI.; \$900 minimum; \$2,400 or \$2,160 maximum. Restrict employment of men teachers to the third class. Allow women to take these classes if they are capable of doing the work, and pay them the same as the men. 4. Pay principals of primary schools \$2,500. 5. Pay principals of girls' grammar schools \$3,000. 6. Pay principals of boys' or mixed grammar schools \$3,500 to \$4,500. Restrict employment of men principals to the first class, and allow women, at the same rates, to take these schools if they are capable of doing the work.

President Best advocates also the erection of a building in which the work of the association can be carried on. Such a building, he urges, should contain a large hall, with a capacity of about 1,500, two large lecture rooms seating 200 each, two or three class-rooms accommodating fifty each, an art room for drawing and water-color classes, a general meeting room, with a pedagogical library, nature material, etc., and one or two committee rooms.

During the past year the membership has reached 3,819, with a bright outlook for the future. Much has been accomplished in the interests of teachers. In the first place recognition was secured for the courses of the association, and as a result the lectures for teachers were extended and the courses enlarged. The association has taken an active part in the discussions over a shorter school day and modified course of study. Several of its members also, including President Best, gave freely of their services in bringing about the new pension system. Altogether this energetic body of teachers is doing much for the advancement of new ideas in educational matters.

## Suspension of School Boys.

Judge Mack of Chicago has decided to hold a conference with the members of the board of education, with a view to putting a stop to the suspension of school boys. In support of his intended action the judge says: "When a boy is suspended from school he is thrown into the streets, and in a day or two is brought into the court. Nothing contributes more to the delinquency of a boy than

this system of suspension. If a boy is so bad that he cannot be controlled in the school-room he should be sent to the parental school. The street is the worst place in the world for him."

## Traveling Libraries.

The *Wisconsin Library Bulletin* gives the following table, showing how rapidly the system of traveling libraries has developed. The libraries thus tabulated are maintained thru state library commissions or similar state agencies:

State.	No. traveling libraries.	No. vols.
California.....	120	6,000
Colorado.....	122	6,000
Connecticut.....	160	3,158
Delaware.....	45	2,250
Idaho.....	100	6,000
Indiana.....	142	4,978
Iowa.....	130	14,200
Kansas.....	300	15,080
Maine.....	104	5,000
Maryland.....	47	1,500
Michigan.....	60	3,000
Minnesota.....	284	12,500
Nebraska.....	89	5,700
New Jersey.....	62	3,650
New York.....	1,000	72,223
Ohio.....	1,000	34,232
Oregon.....	10	500
Pennsylvania.....	165	8,100
Vermont.....	40	1,600
Washington.....	57	2,400
Wisconsin.....	344	13,962

## Report on Text-Book List.

The committee on course of study, libraries, text-books and supplies, of the New York city board of superintendents, has for some months past been studying into the advisability of a restricted, instead of an open list of text-books for Greater New York. The report of the committee consisting of Supts. Andrew W. Edson, Thomas S. O'Brien, and Algernon S. Higgins, as made to the board, on Oct. 5, 1905, is of general interest. It is given in full below.

Your committee on course of study, libraries, text-books, and supplies has given careful consideration to the resolution of the board of education of May 24, 1905, relative to the feasibility and advisability of adopting a uniform text-book list by grades for the public schools of the City of New York.

This proposition to make a closely restricted book list for the schools of this city requires careful deliberation. It can be justified only by the best of reasons. It likewise must be considered from a local standpoint. Under the present plan of having an open list the schools of this city have been well served. Of this there can be no question.

For many years the policy of the board of education of this city has been to have practically an open book list, to allow all of the best books in the market a place on the authorized list, rather than to restrict pupils and teachers to any one series of books. When the book lists of the several boroughs were considered in 1902, the approved list was greatly extended, tho many books from each list were dropped.

In the opinion of your committee, the main arguments in favor of an open list such as prevails in this city and has prevailed for many years past are the following:

1. The use of several text-books in any one subject tends to broaden the vision of teachers and pupils. These different text-books afford an opportunity of getting the viewpoint of more than one author, and of benefiting by more than one person's investigations and conclusions. Teachers and pupils are thereby broader scholars and more thoughtful students.

A closely restricted list in certain subjects, as



for instance, a single reader, or a single history, is an absurdity and prevails only in schools following methods long since out of date. This would be the testimony of every progressive teacher. Such a teacher would urge the advisability of providing as many text-books as possible in order to enable her to teach properly. There is far more danger in the use and abuse of text-books when only a single text is used than when a variety is to be had.

Good teaching to-day largely follows the topical method by which a variety of text-books can be used with profit. The syllabuses outline with considerable definiteness the work to be covered, indicate some of the main points to be emphasized, and suggest good methods to be followed. The efforts of students in making their investigations, in securing their information, and in forming their conclusions are best supplemented by a variety of text-books.

While a closely restricted list would probably result in some respects in greater thoroughness, it would necessarily tend to narrowness. This much, however, should be borne in mind, that instruction from a single text-book would result in uniformity and thoroughness, learning definitions, rules, processes, set phrases—a deadening process at best—at the expense of intelligent thought work. If our course of study and syllabuses are properly interpreted, all the uniformity and thoroughness desirable may be secured without holding slavishly to any one text-book.

2. New text-books naturally have certain points of superiority; otherwise there would be no valid reason for their existence. Every teacher and every pupil is entitled to the latest investigations and the best thought of our most scholarly and progressive educators.

A restricted book list tends to hold certain books on the list long after superior books are on the market, often until the books in use are thoroughly discredited, as the expense of a complete change in any one text-book would be so considerable that the authorities would hesitate to make the change except the case were imperative.

3. It would be a difficult matter to decide upon any one series of books superior in every respect to any other series. Each book has its points of excellence and one book may be made to supplement another. For instance, some geographies emphasize life features, especially the life and work of man, while other books give special emphasis to the physiographic features of the earth's surface. If then, one class in a school has a set of the former series and another class has a set of the latter series, the books can be exchanged at regular intervals and both classes secure the advantage of both series at no increase in cost. The advisability of having more than one series of arithmetics, histories, readers, etc., can be illustrated in a similar way.

A variety of text-books, however, does not necessarily imply more than one set of books in the hands of the class at any one time. A school supplied with several sets need not necessarily have more books than if supplied with one set.

4. A closely restricted book list is necessary only when pupils buy their own books. In any large city there is considerable moving of families from one section of the city to another, and if pupils were required to buy new books every time they entered a new school, it would be a burden upon parents. When a city furnishes all books and supplies, and when all the schools are working under identically the same course of study, and with the same syllabuses, as is the case in this city, it matters little to the individual child what particular series of text-books is placed in his hands in

the new school which he enters by transfer. The work will be substantially the same as in the school he last attended.

5. This city, after many years of experience with an open list, has never had a text-book scandal, in striking contrast with the experience of many cities where a restricted book list prevails. Text-book publishers all feel that they have been fairly treated. There is no pressure brought to bear upon the board of education or the board of superintendents to secure a monopoly of the book trade.

If the board of education should decide to have a closely restricted text-book list in the near future, various influences with tremendous power would be brought to bear upon the individual members of the board of education and the board of superintendents to favor certain text-books, as the prize would be well worth working for. By the present plan nothing of the kind is attempted.

In some cities, having a closely restricted list, a regular text-book list, and a supplementary list of books are provided. Principals and teachers then furnish their classes with sets of regular and supplementary books, and make little distinction in their use. A restricted list, under such conditions, is *restricted* only in name.

The one argument most emphasized in favor of a closely restricted book list is the matter of expense. Granted that there may be some saving in expense—a small saving, however—if a closely restricted book list is adopted, it is also true that the cost of having a variety of text-books need not be excessive or the expenditure wasteful. Where the expense of text-books is excessive, the fact may be attributed usually to the tendency on the part of the principal to invest his allowance unwisely. For instance, if three hundred geographies are needed in a certain school it costs no more to get one hundred copies each of the three series, than to get three hundred copies of one series. By a proper exchange of books at stated intervals, the pupils may easily have the use of three sets of geographies instead of one at no increase in cost to the school. It is very desirable, a necessity, in fact, that pupils should have the use of several reading books, and the principal who has access to an open list and supplies several classes of a certain grade with the same text-book makes a serious mistake.

From the fact that all of the schools of the city are now quite well supplied with text-books, an immediate change from the present plan to a closely restricted list would involve at first a very large outlay of money, at least one million dollars.

The present plan of allowing each school a certain apportionment—one dollar per pupil or the November registry for books and supplies in the kindergarten and primary department, two dollars and twenty cents in the grammar department, and six dollars in high schools—appears to be a reasonable one, not at all excessive. In the disposition of this amount for the purchase of needed books and supplies, the annual inventory and the requisitions of principals should be closely scrutinized by the district superintendent and by the supply department, and no school should be allowed to exceed this apportionment except for the best of reasons. If this is done thoroughly and systematically, there will be no good ground for complaint of waste and extravagance.

RESOLVED, That it is the sense of the Board of Superintendents that it is inadvisable to adopt a closely restricted book list by grades for the schools of this city.

ANDREW W. EDSON, } Committee on Course of  
THOMAS S. O'BRIEN, } Study, Libraries, Text-  
ALGERNON S. HIGGINS, } Books, and Supplies.

## Progress of School Gardens in the United States.

Gleanings from a report upon some co-operative work with the normal schools of Washington, with notes on school-garden methods followed in other American cities, by B. T. Galloway, chief of the Bureau of Plant Industry, U. S. Department of Agriculture.

It is obvious that no set of rules can be laid down for the management of a school garden. In the heart of a city the work may be an entirely different thing from what it is in a rural or semi-rural district. In the city the main idea may be an esthetic one, combined with moral and physical training.

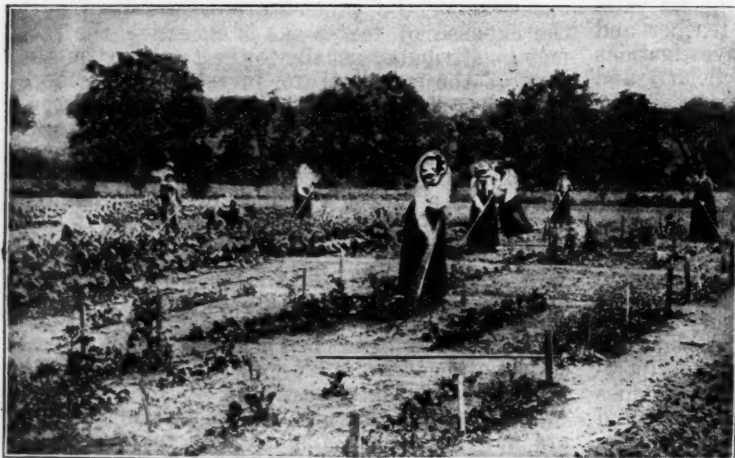
The general trend of the work in this country is practical, so that its application will eventually have more or less effect upon our industrial development.

Agriculture, in its broadest sense is the primary basis of wealth in this country, and it seems essential that efforts should be made in our educational system to bring early to the mind of the child facts which will be of value as emphasizing the importance and necessity of agricultural work. There is no better way to do this than thru a well-managed and well-conducted system of school training.



At work in garden of Whittier School, Hampton Institute, Hampton, Va.

### School Garden Work at Hampton, Va.



Teachers' Class at the School of Horticulture, conducted on Saturday Mornings.



Kindergarten Classes at the Wadsworth School, showing Garden with 288 Plats.

### School Garden Work at Hartford, Conn.

The bureau of plant industry in connection with the United States Department of Agriculture has been much interested in this educational movement. In 1902 the bureau received a request from Normal school No. 1 of Washington, D. C., for assistance and co-operation in its efforts to introduce gardening into the course of the school. The bureau responded gladly to this request. During the first year an elementary course was inaugurated. At the present time it has been so perfected that no textbook is required, books being used simply for reference.

The work consists of simple experiments which are performed, and conclusions drawn from the results. Soils are brought from the school grounds and treated with different fertilizers, seeds are then planted, and the results carefully noted, including such observations as water-holding power of soils, conservation of water by soil mulching, the essentials for germination, and proper depths for planting various seeds.

Before the frost touches geraniums, coleus, scarlet sage, and heliotrope, cuttings are made and placed in clean sand to root, thus furnishing material for school-ground decoration. During the winter these slips are potted and shifted into larger pots as required, so that by spring the greenhouse is filled with material for distribution.

Beside the herbaceous material already mentioned hard-wood, permanent material, is used for cuttings. Eight-inch cuttings of



privet and forsythia are kept during the winter under an open shed in flats filled with sand. In March these are sent to schools, with directions for planting. The demand for these cuttings is greater than the school can supply.

Beside the work as outlined, the simple principles of landscape gardening are taught—popularly known as the A B C of gardening: (A) keep open center; (B) plant in masses; and (C) avoid straight lines.

These principles are thoroly taught by the study of examples of good and bad planting in the city and by stereopticon slides. Each student is required to draw to a scale and submit a scheme for planting a specific school ground.

This first year's plan, by



Normal School Students in a Greenhouse of the Dept. of Agriculture.



Plowing Furrows and Planting Tree Seeds, at Washington.

which the student did the practical out door work at home, was so satisfactory that no other method has been considered desirable. In many instances an entire neighborhood has been aroused to improve its back yards by the influence of a normal student.

In the spring of 1903 it was determined to test the practical application of the principles taught in regard to landscape gardening. To do this the grounds about the normal school were improved.

First, two loads of manure were secured and spaded into the soil by the older boys, with tools brought from home. When this was done permanent shrubbery was obtained for the background of the garden, sufficient space being left for each child to plant a seed—purple flowering bean, morning glory, and dwarf nasturtium being chosen.

This plan was entirely successful and has been followed for the past two years.

One of the features of the course is the correlation of the work in the school-yard with the class-room work in nature study, reading, language lessons, composition, spelling, drawing, and paper cutting. In the autumn of 1904 every child in one of the schools planted a bulb in the garden. The teacher of the second grade followed this planting by composition work and paper cutting of the tools used. The seventh and eighth grade teachers gave the following problems on planting day:

(1) The department of agriculture, in 1903, ordered 171,600 bulbs from Holland; 145,200 of these were distributed. This is what fractional part of the order?



Yard of Student, showing Open Lawn and Mass Border Planting.

(2) Hyacinth bulbs sell for 75 cents per dozen at the Center market. The Franklin school bought them at \$3 per hundred wholesale. What per cent. was saved by so doing?

(3) The normal school has tulips for sale at 75 cents per hundred, crocuses at 20 cents, and hyacinths at \$3. What will your order of 40 crocuses and a dozen each of hyacinths and tulips cost?

Another interesting experiment was made in Washington to test the value of gardening as a suitable form of manual training for boys below the seventh grade. To begin with, a sixth-grade class of boys was selected to work the land assigned the normal school on the grounds of the department of agriculture.

The work began March 1, 1904. Once a week, while the girls were at the cutting and fitting school, the boys reported at the normal workroom. The same plan of objective and experimental work was followed with them as with the normal students. Study of soils, fertilizers, seed sowing and mulching was made before the outdoor work began. Each boy was assigned a plat 10 by 17 feet, paths 5 feet wide separating the plats. The measuring was done by the boys and was the most difficult part of the work.

The teacher who does this work for the first time must guard against too close planting. She—for in nine cases out of ten it is a woman—will be misled by the term "intensive farming," and will plant so closely that by midsummer it is impossible to work between the rows. Except for radishes it is not advisable to have less than a foot between rows. A foot and a half is more desirable. Upon the control a teacher has over her class in the first planting lessons depends the appearance of the garden later. There is no better object lesson to a lazy or careless boy than the little plants appearing above ground. Such boys at this time will sometimes hoe up their entire plats and replant them, because of the great difference apparent between their gardens and those of the more careful pupils. All things are not suitable for such small plats. Among vegetables radishes, lettuce, onions, bush beans, and tomatoes, if

trained to stakes, are the most satisfactory to children; petunias, nasturtiums, sweet alyssum, and verbenas flower all summer, so a bunch of flowers may be taken home at every lesson.

By putting in a crop as soon as one has been exhausted on a sixteenth of an acre these sixth-grade boys raised 336 bunches of radishes, 110 bunches of onions, 368 heads of lettuce, 89 bunches of beets, 8 bushels of beans, 7 bushels of tomatoes, 7 bunches of carrots, and 1 peck of turnips, besides nasturtiums and petunias, many boxes of which found their way to the hospitals of the city. At regular market prices \$55 worth of produce has been gathered from this small plat. Experienced farmers sometimes fail to do as well.

The importance of thoro cultivation of the soil has been impressed upon the boys. Except for rains no water is put upon the gardens. The soil is thoro worked once a week; the drier the weather the deeper the cultivation. The climate of Washington permits work upon the gardens late in the fall.

There is no question in the minds of those in charge, of the value of the work. Proof was given the first season of the influence on the homes of the boys. With little expenditure for tools, fertilizers, and seeds, and in some cases renting land near schools, such opportunities could be given to every sixth-grade boy in the city.

Miss Susan B. Sipe, teacher of botany at the normal school in Washington, has been the leading spirit in the advancement of the school garden work as above described. This fact led the secretary of agriculture to appoint her to visit several cities for the purpose of studying the development of the work, with a view to securing data which might be of value to others interested in the subject. During her absence Miss Sipe visited the following schools: School of Horticulture, Hartford, Conn.; Boston; Brookline, Mass.; State Normal School, Hyannis, Mass.; Worcester, Mass.; St. Louis; Cornell university; DeWitt Clinton Park, New York city; P. S. No. 4, New York city; Rochester; Garden School, Yonkers, N. Y.; Philadelphia; Hampton institute and the Home Gardening Association, Cleveland.



Temple Graded School, at Carrollton, Ga. J. S. Travis, County School Commissioner.



## Once More the Financial Aspect.

By SUPT. WILLIAM E. CHANCELLOR, Paterson, N. J.

Mr. Charles Dana Gibson, creator of "the Gibson Girl," line artist in black and white, interpreter and to a degree satirist of modern American society, has retired to Europe to enjoy a fortune and to improve himself in art. This is an instructive fact. Mr. Gibson has cleared, it is said, from \$300,000 to \$500,000 by his work. He is now thirty-eight years of age.

It will be remembered that Alfred Tennyson made a fortune in England by writing real poetry.

Neither Gibson nor Tennyson was a mercenary man. All the world liked their work. Both of them made their money by the practice of their arts.

In England and in America, thousands of ambitious men have been inspired to follow the examples of Tennyson and Gibson, knowing that a genuine artist is sure of some reward and that he may win a fortune. Scores of singers and musicians, of actors and of novelists have made fortunes. Of course, some have died in poverty; and some because of poverty have been forced to abandon their arts. But the exception merely brings the rule into clear light.

The critic who calls Charles Dana Gibson a "fakir" does not know a pure line when he sees it. It is true that *Collier's* paid him \$25,000 a year to draw for them; but his work was worth it.

Every one knows that it is possible for a great physician or surgeon to earn \$50,000 or \$100,000 a year. Even in the ministry the salary of \$20,000 may be reached, and \$12,000 to \$15,000 is not uncommon in the great cities. Henry Ward Beecher earned by outside lecturing \$75,000 to \$100,000 a year. Several lawyers have become multimillionaires, while in their profession \$50,000 to \$100,000 a year is by no means uncommon.

But art! Well, art has never been supposed "to pay." An artist is a "poor dog of a fellow." No sensible father ever wants his son to become an artist because artist has been supposed to be synonymous with parasite or pauper.

I have been thinking very seriously of this general matter. Is teaching an art like painting, or poetry, or singing? Or is teaching a profession like medicine or law or theology? By the economic test, it would seem to be neither. No teacher in America has ever made half a million dollars by teaching before he reached forty years of age as Artist Gibson has done. No teacher, not even the New York city superintendent or the president of Harvard has ever earned \$100,000 a year by the practice of his profession of teaching.

Why not?

Do not tell me that no teacher has ever been really worth to the world that amount. I can name a dozen who are, I know, really doing work worth \$100,000 a year, by any sane standard or test as applied in these times to art, or to medicine, or to banking, or to any other necessary or valuable economic or cultural activity. You who read this can name the very men of whom I am thinking.

I asked, "why not?"

I am going to give one answer. It is a big question; and the answers are numerous because they are all partial. My answer is that we indulge the world in its custom of belittling the work of the teacher, call it art or profession or what you will. This is the plain truth. I don't say that the average superintendent is worth a dollar more than he gets or the average teacher either. I do say that teaching or educating (as I prefer to call it) is a work of such critical importance that, when well done, it is worth all honor and great financial reward, and the teachers should believe this.

For myself, I hope to see the day when the great educator, the foremost man, will have the economic

ease to which any and every great man is clearly entitled. This is my apology for the European aristocracies, that they aim to honor "the great Duke," the sincere poet, the true artist, the successful statesman. And I am glad that American democracy has swung into line by enriching one really good artist.

## English School Building Regulations.

The following is an extract from the British code regarding building regulations to be observed in planning and fitting up new buildings for elementary schools:

Seats and desks should be provided for all the children, graduated according to their ages, and placed at right angles to the window-wall. (See also section 4 and rule 6, Part II.) The seats should be fitted with backs.

An allowance of 18 inches per scholar at each desk and seat will suffice (except in the case of the dual desk), and the length of each group should therefore be some multiple of 18 inches, with gangways of 18 inches between the groups and at the walls. In the case of the dual desk the usual length is 3 feet 4 inches, and the gangways 1 foot 4 inches.

(a) In an ordinary class-room five rows of long desks or six rows of dual desks are best; but in a school-room or room providing for more than sixty children, there should not be more than four rows of long desks or five rows of dual desks.

If a school-room is 18 feet wide, three rows of long desks or four of dual desks may be used; if the width is 22 feet, the rows may be four and five respectively.

Long desks should be so arranged that the teacher can pass between the rows. Where dual desks are used this is not necessary, as the gangways give sufficient access; but the teacher should be able to pass behind the back row.

(b) The desks should be very slightly inclined. An angle of 15° is sufficient. The objection to the flat desk is that it has a tendency to make the children stoop. A raised ledge in front of a desk interferes with the arm in writing. The edge of the desk when used for writing should be vertically over the edge of the seat.

(c) Single desks are not necessary in an ordinary public elementary school.

## A Revelation of the Czar's Personality.

For years past I have stood almost alone in maintaining that the czar was a man of great intelligence, of keen appreciation, and intensely conscientious. It is true that I had reasons for forming a judgment, as I have had the honor to meet the emperor on three occasions in private, and that is an advantage which most of those who abuse him have not enjoyed. Count Tolstoi, I see in his latest outpouring, actually declares that he knows that Nicholas II. is a most commonplace man, standing lower than the average level, coarsely superstitious and unenlightened. But Count Tolstoi has never met the emperor. He knows nothing about him, except from hearsay. If he had met him he would have been the first to admit that he had calumniated his sovereign.

The late Mr. W. F. Holls, who was received by the emperor after the Hague conference, told me that he was astounded to find the czar so intelligent and cultured a man. Count Heyden, who formed one of the deputation that recently waited upon the emperor with the very plain-spoken addresses from the zemstvos and the *marechals de noblesse*, has made no secret of his surprise on meeting the czar to find him so intelligent, so quick, so sympathetic, and so willing to hear plain

truths. An English military man who dined at Peterhof last week told me that in spite of all I had told him the conversation of Nicholas II. was to him a positive revelation. "I had no idea that he was such a man."

A similar revelation awaited the American ambassador when he first met the emperor at close quarters. He found himself face to face with a sovereign who was, in the first place, a thorough gentleman, and therefore a man of his word, who spoke simply, clearly, and frankly as man to man. In the second place, instead of finding the weak, nervous, irritable creature broken down by threats of assassination, menace of revolution, and the terrible disasters of war, he found a man in perfect health, whose composure was absolute, who faced the situation like a statesman with calm, clear, common sense. And in the third place, he found a monarch who revered his conscience as his king, and who without phrases or protestations was evidently only afraid of one thing,—of doing anything that he felt was false to his duty or dishonorable to his country.—W. T. Stead, in the *American Monthly Review of Reviews*.

## The Congress of Childhood at Liege.

By Will S. Monroe, State Normal School, Westfield, Mass.

In connection with the Belgian International Exposition, held at Liege during the current year, an international congress of childhood—the first of its kind—was organized. It was large in scope and included a wide range of interests touching the care and training of children and youth.

Committees were organized in various countries and large interest in the congress was manifested. The sessions were held at Liege in September and prominent educators and reformers from most of the countries of Europe and America were represented on the program.

The congress met in four separate sections. The first section was concerned with the study of children. Of the sixteen papers presented four were by Americans. Professor William H. Burnham of Clark university presented the subject of school hygiene in relation to child study. Miss Anna Buckbee, of the State normal school at California, Penn., outlined the connection of the child study movement with the normal schools of the United States. Miss Harriet A. Marsh, principal of the Hancock school at Detroit, Michigan, traced the relation of parental clubs to the study of children. And the writer traced the development of the child study movement in the United States. Other notable papers before this section were by Professor Alfred Binet of the University of Paris; Prof. J. J. Van Biervliet of the University of Ghent, and Prof. J. Klootsema, of Alkmaar, Holland.

The large section of the congress was devoted to the subject of education in the home. The size was so great, in fact, that it was found necessary to make three sub-divisions (1) General problems touching home education; (2) education in the family before the school age; (3) education in the family during the school period. Forty papers were read before the first sub-division, but none by Americans. Thirteen papers were read before the second sub-division with one American represented, Prof. Frederick Ely of Taylor university on the "Organization of Personality." Thirty-three papers were read to the third departmental section on family education with one American on the program—Prof. Edwin Grant Dexter of the University of Illinois.

The third section of the congress was concerned with the education of defective children. Forty papers bearing on the education of the blind, deaf,

feeble-minded, juvenile delinquent, abandoned, and neglected, were presented by representatives from most of the countries of Europe and America. Five Americans presented papers: Miss Anna Gamewell, of the Reform School at Glen Mills, Penn., on the "Education of Juvenile Delinquents"; Mr. Charles L. Brace of New York city on the "Care and Training of Truants and Incurables"; Miss Mary S. Garrett of Philadelphia on "Speech Instruction of the Deaf," and Director Michael Anagnos, of the Perkins Institution for the Blind, on the "Need of Culture in the Education of the Blind." Two distinguished English alienists—Dr. George E. Shuttleworth and Dr. Fletcher Beach—read papers.

The fourth section of the congress discussed general problems touching the protection of childhood and youth. Thirty-eight papers were presented, with two Americans on the program. Judge R. S. Tuthill of Chicago on the subject of "Juvenile Courts in the United States," and Prof. Charles R. Henderson of the University of Chicago on "Benevolent Movements in the United States for the Protection of Children." Many important hygienic problems were discussed before the fourth section of the Liege congress. Tuberculosis and the prevention of its spread among children was the subject of three papers. The alcohol habit and its dangers during childhood was the burden of nine papers and the premature use of tobacco of two papers. Vacation colonies and schools, playgrounds, and the like and a host of other social and hygienic problems were presented by many specialists and reformers.

The papers for each section and sub-division were printed in advance in French so that members of the congress in attendance might, if they desired, make previous preparation for the discussions which followed the reading of the papers. The seven volumes of the proceedings constitute a valuable collection of essays and discussions on all phases of child life and training. More than a hundred Americans—individuals and institutions—were members of the congress and the proceedings have already been sent to all members.

## Educational Meetings.

Nov. 29-Dec. 1.—Co-Operative Educational Commission of Virginia. Pres., D. S. C. Witchell, Richmond college. Chairman, Ex-Com. Gov. A. J. Montague, Waukesha.

Dec.—North Dakota State Educational Association. Secretary, A. P. Hollis, Valley City.

Dec.—Florida Educational Association, Miami.

Dec. 26-28.—Kansas State Teachers' Association, Topeka. President, Thomas W. Butcher, Wellington; secretary, Julia M. Stone, Concordia.

Dec. 26-29.—Illinois State Teachers' Association.

Dec. 26-29.—California State Teachers' Association, Berkeley; Pres., James A. Barr, Stockton; Sec'y, Mrs. M. M. Fitz Gerald, 405 Fillmore Street, San Francisco.

Dec. 27-28.—South Dakota State Educational Association, Brookings. President, M. M. Ramer, Mitchell; secretary, Mrs. J. Jones, Jr., Hot Springs.

Dec. 27-29.—New York State Teachers' Association, Syracuse; Pres., F. D. Boynton, Ithaca.

Dec. 26-29. National Commercial Teachers' Federation, at Chicago. Pres., C. P. Zaner, Columbus, Ohio.

Dec. 27-29.—Michigan State Teachers' Association, at Lansing.

Dec. 27-29.—Minnesota Educational Association.

Dec. 27-29.—Nebraska State Teachers' Association, Lincoln.

Dec. 27-29.—Missouri State Teachers' Association, Jefferson City.

Dec. 27-29.—Arkansas State Teachers' Association, Little Rock.

Dec. 27-29.—Washington State Teachers' Association, North Yakima. Pres., Supt. J. A. Tormey, Spokane.

Feb. 27, 28, March 1.—Department of Superintendence, N. E. A., Louisville.

You have read of the cures by Hood's Sarsaparilla, and you should have perfect confidence in its merit. It will do you good.



## School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

### Trade Notes.

The B. F. Sturtevant Company, Boston, Mass., recently secured the contract for the forge equipment of the Springfield technical high school. The contract calls for twenty forges, with blower for furnishing blast and an exhaustor for removing smoke.

Mr. W. H. Wakeman, chief engineer of the New Haven high school, is contributing a series of monthly articles on engineering to *Graphite*, published by the Joseph Dixon Crucible Company, Jersey City, N. J.

The following remarkable letter was recently received from a school teacher by the Joseph Dixon Crucible Company. As published in *Graphite* it reads: "My friend I wish you to send me a few samples of your pencils and send me a book to order from I should like to order a heap from you I am going to teach school after Oct. 25 I can order a heap from you and sell for you yours very truly."

The catalogs of the Craftsman Workshops at Syracuse, N. Y., under Gustave Stickley, are exceedingly useful to any who desire to fit up rooms in a dainty and artistic manner. One of the catalogs is a supplement to a larger and more complete one. It is devoted to craftsman furniture of all descriptions. The other displays a great variety of hand-wrought metal work.

Hammacher, Schlemmer & Company have recently issued two catalogs of special interest to manual training teachers. The first is entitled, "Wood Carving Tools and Accessories," the second, "Whittling Tray, Sloyd and Carvers' Knives and Pierce's Patent Saw Table." In these catalogs those interested in up-to-date materials for manual training work will find descriptions and illustrations of many useful articles. The numerous requests for these catalogs prove that they are fulfilling their mission in spreading abroad the information so long sought for by disciples of manual training.

The home address of Hammacher, Schlemmer & Company is Fourth avenue and Thirteenth street, New York city.

The demand for the general line of crayons manufactured by the Binney & Smith Company, 81-83 Fulton street, New York, and particularly for Crayola and the An-Du-Septic School Crayons, has increased so rapidly of late that this enterprising firm is now considering an extension of the plant to about double its present capacity. School teachers and principals interested in Crayola and An-Du-Septic School Crayon can obtain free samples and descriptive pamphlets by expressing a desire for them to the Binney & Smith Company. These specialties are well worth investigating.

Teachers and students of histology, physiology, zoology, botany and kindred subjects ought to have the catalog of the Bausch & Lomb Optical Company, of Rochester, N. Y. The catalog contains a revised and classified list of all kinds of microscopic preparations.

Architects, engineers, artists and students will find the catalog of the American Drafting Furniture Company, of Rochester, N. Y., of practical help in selecting drawing tables, drawing boards, filing cabinets, and drawing desks.

One of the features of the large factory of the L. C. Smith & Brothers Typewriter Co., at Syracuse, N. Y., is the beautiful and cosy grill room maintained especially for the accommodation of employees of the firm.

Early in October a fire visited the South Boston factory of the J. L. Hammett Company. Altho the fire was rather serious, destroying more than 2,000 wall maps and a large number of hyloplate blackboards, repairs have been made, and the factory is now running to its full capacity. The loss was covered by insurance.

The temporary inconvenience has not lessened the enthusiasm of the firm in the least. Mr. Young reports that they are having the best fall business in their experience. There is an increased demand this year for manual training goods such as raffia, reed, and rug yarns.

The Harmon & Dow Company, of St. Paul, state agents for the Williams Typewriter, recently placed a number of the Williams machines with the Globe business college and the Cretin high school, both located in St. Paul.

Mr. G. W. Bacon, London publisher of Bacon's Excelsior Wall Maps, is visiting this country. He recently spent a week in Boston with the J. L. Hammett Company, who are the United States agents for the Excelsior Wall Maps.

The claim that the Isaac Pitman Shorthand has completely circumnavigated the globe is certainly well founded, and has recently been further emphasized by the adoption of this system into the public schools of the Republic of Panama, and of San Juan, P. R. Other schools having adopted this system are: Ocean Grove (N. J.) high school, Norristown (Pa.) high school, Peekskill (N. Y.) high school, Morris evening high school, New York city, Kearny (N. J.) public schools, Oliver

Ames high school, North Easton, Mass., Somerville (N. J.) high school, etc., etc.

Mr. John A. Walker, Vice-President of the Joseph Dixon Crucible Company, was recently elected First Vice-President of the National Association of Stationers, at their meeting recently held in St. Louis. Mr. Walker was formerly president of the board of education, for two terms, in Jersey City.

Mr. Reed, of the Joseph Dixon Crucible Co., ever courteous and always popular with teachers, attended the New York State Superintendents' Meeting at Buffalo and presented the virtues of the Dixon pencils and crayons. It is one of the pleasures of these meetings to have a chat with Reed.

### How the Race Was Won.

When the news came out last June that Syracuse university had won the four-oared event in the annual regatta on the Hudson, few people knew the little story behind that victory. It seems that a meeting of the board of directors of the L. C. Smith & Brothers Typewriter Company was scheduled for the day following that of the 1904 regatta. Naturally there was more talk about rowing than about typewriters. Several directors expressed a regret that Syracuse university had not been entered in the 'Varsity Four, an event in which the local men had never competed.

Within five minutes a resolution was presented and unanimously adopted providing for the construction of the best four-oared shell that money could produce, to be built under the personal direction of Navy Coach Ten Eyck, at the expense of the L. C. Smith & Bros. Typewriter Company.

This was telegraphed to the Coach at his home in Worcester, Mass., and he responded with the promise to produce a crew worthy of the craft.

How well Ten Eyck kept that promise the records of the Intercollegiate Rowing Association show. Incidentally it may be said that Syracuse, besides winning the 'Varsity Four in record breaking time, captured second place in both the Freshman and 'Varsity Eights, defeating in the former, Columbia and Pennsylvania, and in the latter Georgetown, Columbia, Pennsylvania, and Wisconsin.

### Remington Typewriter Improvements.

One of the most important improvements recently made upon the Remington Typewriter is a new escapement. This improvement is of great importance, because it is the all-important feature of the typewriter. In briefly describing the escapement the *New York Tribune* says that it is the "letter spacing mechanism, in other words, it is the feature which makes the machine 'go.'" On the escapement depends the speed of the machine, its ease of operation, the accuracy of the letter spacing, in fact, almost every quality by which the work of a good typewriter is known.

"The Remington Typewriter has always been the pioneer in every improvement of the escapement. Years ago it introduced the so-called wheel escapement, which led to a practical revolution in the typewriter mechanics of the time. The escapement of the new Remington models marks a new departure equally vital. Operators who have used these new Remington models testify that they have set a new standard for speed, lightness and evenness of operation and faultless regularity and beauty of work."

### Largest School Bell in the World.

When the new buildings of City college, on Washington Heights, New York city, are dedicated, sometime during the coming winter, the students will be assembled by the peals from the largest school bell in the world. This bell, which is of the 7,000 pound pattern, has been ordered from the Meneely Bell Company of Troy, N. Y. Some years ago this same firm manufactured a similar bell for St. Agnes' Chapel, in West Ninety-second street, New York city.

### The Monarch Typewriter.

During the summer *Putman's Journal* (London), published an interesting interview with Mr. Geo. W. Dickerman, Vice-President of the Monarch Typewriter Company in England. In this interview Mr. Dickerman gives quite an extended survey of the history of the Monarch Typewriter. In answering a general question as to the origin of the Monarch typewriter, Mr. Dickerman said he supposed it was simply a manifestation of the thought that had shown itself almost everywhere in the desire to produce a typewriter that would write in sight. "I am sure," he continued, "that the first man who made a typewriter would very gladly have made it to write in sight if he had known how, but he did not know how to do it. Other machines claiming visible writing have been produced, but we claim that no machine has ever been produced with writing in such full sight. With the Monarch everything is visible from the first letter to the last period, and at the same time the operator sees how it is done. The very great advance we have made in this matter of visible writing is in our type-bar,





The Monarch Typewriter.

The typewriter may be said to consist of the type-bar and its attachments. Now, we have taken the form of construction which has been tried and proved in all the successful machines of the last twenty-five or thirty years, and we have placed that in the improved or front strike position—in a visible writing position, with nothing to obstruct the view of the writing as it proceeds. This is the chief aim of the Monarch."

In referring to the details of the machine Mr. Dickerman called attention to the unusual lightness of touch of the Monarch. "This has been secured," he said, "by a new method of type-bar leverage, which is under the regulation and control of the operator. Then there is the great advantage we have gained in adding to the experience of the last thirty years of typewriter construction, by giving the operator the advantage of a front strike, and writing in full sight. Then, no matter how good your type-bar may be, if the thing against which it strikes is faulty, your writing will be bad, but we have a rigid carriage, and this gives a clear impression. The machine gives the operator the advantages of a light touch, a sharp, rapid blow, and a quick return. There is a double ribbon movement, up and down as well as from side to side, and that means that the ribbon is not worn in a groove, but that every part of the surface of the ribbon is utilized. The ribbon also automatically reverses when you come to the end. The Monarch commends itself to the business man because it is strong and substantially made, and therefore durable, and to the operator because of the lightness of touch and many conveniences, and that means less fatigue, which is a point for the business man, who has to pay for the work, as well as for the operator who does the work. Yes, the Monarch is a machine for writing figures as well as letters; it has a tabulator and you have merely to depress this key, and arrange the stops at the back in order to write columns of figures."

#### A Run on Clocks.

The Fred Frick Clock Company, of Waynesboro, Pa., is having an unusually successful fall business. Among the orders recently received for the Frick Time and Program systems are the following: Public Schools of Porto Rico; high school, Racine, Wis.; Collegiate Institute, Stratford, Ont.; new high school, Altoona, Pa.; Teachers' College, St. Louis, Mo.; State School of Science, Wahpeton, N. D.; Girls' high school, Philadelphia; high school, Elgin, Ill.; Le Roy, high school, Le Roy, N. Y.; Cheltenham high school, Philadelphia; public school, Walton, N. Y.; girls' high school, Lancaster, Pa.; Miss Chapin's School for Girls, New York city, and Homewood School, Pittsburgh, Pa.

#### A Shorthand Controversy.

Not long since a correspondent of the New York Tribune stated that a few years after Sir Isaac Pitman invented his system of phonography he concluded to inverse a part of the vowel scale. Later on, says the writer, Mr. Pitman changed his mind and desired to return to the vowel system as first put forth, but was prevented from doing so by the influence of his sons.

In a reply to these statements, Mr. Clarence A. Pitman of New York, the representative and publisher of the authorized text-books written by his illustrious father, declared that there was no foundation for the second statement, which intimated that Sir Isaac Pitman has been influenced by his sons.

"The merits of the new vowel scale introduced by Isaac

Pitman," writes his son, "were immediately recognized as a vast improvement, and several American adapters of the Isaac Pitman system, realizing the superiority of the change, at once incorporated it into their text-books."

The correspondent further stated that the New York board of education had adopted the English system of the Isaac Pitman phonography and not the American. Here again his statement is contradicted by Mr. Clarence Pitman, who says: "The Isaac Pitman 'Shorthand Instructor,' the official text-book adopted by the board of education, is from cover to cover an American production, being printed in New York and copyright duly entered at Washington."

In addition to his other misstatements the correspondent said that the board of education had adopted the system for only five years, and regrets the fact as being an experiment and detrimental to the interests of the school system. In reply to this Mr. Pitman says that a little careful investigation on the part of the writer would have revealed the fact that the Isaac Pitman system has been taught in the schools of New York city for upward of ten years, and that the new five-year adoption is only a continuation of the contract.

#### A New Physical Globe.

In addition to their extensive line of up-to-date maps, C. S. Hammond & Company, of New York, are calling the attention of educators to Hammond's New Physical Globe. This globe is fourteen inches in diameter and is truly a beautiful and ornamental feature for any



Hammond's New Physical Globe.

school-room, as well as an exceedingly useful one. In fact, it is probably one of the most satisfactory globes on the market. The great political divisions are clearly indicated by lines in color. The chief cities and towns of the world are printed in large-sized letters. All the features, including lakes, seas, steamer routes, ocean currents, and names of places, are extremely legible.

#### Class, College and Fraternity Pins.

The Bunde & Upmeyer Company, the well-known manufacturing jewelers of Milwaukee, Wis., inform us that the



demand for high-grade class and fraternity pins and badges is greater this year than ever before. The department devoted

to the making of emblems is working overtime to keep up with the orders. The accompanying illustrations of class pins and emblems give an idea of the variety and excellence of the work done by this firm.



Eberhard Faber, New York, reports that the coming year is expected to be the most prosperous in the history of the business. Already the factory is two months behind with orders. One of the favorite sets of pencils, among the schools, is the set seen in the accompanying illustration. It



A Compact Set of Drawing Pencils.

is composed of twelve different colors for drawing purposes, especially for maps. The lead used has been carefully selected. The following colors are found in the box: Black; purple; blue; green, dark; green, light; blue, light; yellow; orange; pink; red; crimson, and brown.

### Publisher and a Moose.

H. D. Newson, of Newson & Company, recently returned from a pleasant and profitable hunting trip in the wilds of Canada. In spite of Mr. Newson's modest declaration that he is not much of a sportsman rumor has it that on this trip he succeeded in bringing down the largest moose that has been taken out of Canada this season, so far as is known. When questioned, Mr. Newson finally admitted that this story was true and said that the horns of the moose had a spread of sixty-four inches from the extreme points, and they contained twenty-six points, twelve being on one side and fourteen on the other.

Mr. Newson's companion on the hunting trip was H. R. Butler, son of the late J. A. Butler, formerly manager of the Globe School Book Company. Mr. Butler also secured a fine set of horns. The camp was located on Round Lake in the Lake Temagami region, some 300 miles north of Toronto. The hunters made their headquarters at Keewaydin camp on Lake Temagami, which is conducted by A. S. Gregg Clarke of the Ashville School, N. C., assisted by Mr. G. W. Creelman of the Hill school, and Mr. A. B. Hall of the Hotchkiss school.

The horns captured by Mr. Newson and Mr. Butler are being mounted, and they will soon be on exhibition, not only to prove that this is no fish story, but to show what a school book publisher can do in an emergency.

The best that money can buy should be your aim in choosing a medicine, and this Hood's Sarsaparilla. It cures when others fail.

### Publishers' Notes.

The illustrations in George Gilbert's book, "Cathedral Cities of England," are exceedingly rare and beautiful. An attempt to describe adequately the exquisite coloring of the illustrations would be impossible. When Mr. Preston, of Dodd, Mead & Co. showed the writer the advance sheets of the book, he declared that the "illustrations were the most beautiful ever published." The work was done in England by a coloring process as yet untried in this country.

W. T. Hornaday's "American Natural History," published by the Scribners, is coming to be recognized as a standard reference book on natural history. The school board of Detroit, Mich., has ordered a large number of copies of the book. The board expects to place these copies on the desks of the teachers of all the public schools of a certain grade in that city.

During the past summer W. R. Jenkins, publisher of foreign text-books, has been paying especial attention to the publication of important text-books for veterinary colleges.

Mr. Jenkins reports that the outlook for the present year is most promising.

Sykes' "English Composition," issued last spring by Charles Scribner's Sons, is having a remarkable sale. More than 16,000 copies have already been sold.

Messrs. Maynard, Merrill & Co., New York, have in press for immediate publication Graded Poetry Readers in seven volumes, covering the first eight years of school work. The first volume includes work for the first two years, and each of the succeeding volumes contains work for one year. The selections have been made by Miss Katharine D. Blake, Principal Girls' Department, Public School No. 6, New York city, and Miss Georgia Alexander, Supervising Principal, Indianapolis, Ind. The volumes are uniform in size, 96 pages, bound in boards with cloth back, and will be sold separately. This plan of publication makes it possible now for the first time to secure at a nominal price a wealth of supplementary reading in poetry for a single grade without the necessity of purchasing at the same time a large amount of matter for other grades for which there is no immediate need.

The Graphic System of Medial Penmanship, by Edwin Shepard, is not only on the New York city list for 1906, but has been adopted by several other large cities since its appearance three months ago. Parker P. Simmons is the publisher. Mr. Simmons is about to issue "An Algebra for Grammar Schools," by Charles A. Hobbs, A. M.

Charles Coleman Stoddard, formerly connected with D. Appleton & Co., is now with the Frederick A. Stokes Co. Mr. Stoddard is well known among the bookmen throughout the country. His many friends wish him unlimited success in his new work.

"Freckles," a delightful nature story by Gene Stratton Porter, published by Doubleday, Page & Company, has been adopted by a number of schools as a book for supplementary reading.

William G. Preston, advertising manager for Dodd, Mead & Company, is business manager of *The Bookman*.

Conn's "Elementary Physiology and Hygiene," published by Silver, Burdett and Gannett, continues to meet with the cordial appreciation of educators throughout the country.

F. S. Hackett, of the educational department of Doubleday, Page & Company, has resigned, to accept the position as associate headmaster and business manager in the Berkeley school, New York city.

Buehler's Modern English Grammar, Buehler & Hotchkiss' Modern English Lessons, Newson's Elective System of Writing Books, and Newson's Spelling Blanks, all published by Newson & Company, have been adopted for exclusive use in the public schools of Greenwich, Conn., and surrounding districts.

Moffat, Yard & Company are bringing out "The Story Bible," by Mrs. Margaret E. Sangster. This well-known writer has endeared herself to thousands of readers thru her sweet personality and helpful suggestions. In this book she has retold for children the old stories of the Bible in a way that is sure to leave lasting impressions upon young minds.

The Macmillan Company expect to publish very soon a volume on "The Biology of the Frog." The author is Prof. S. J. Holmes, of the University of Wisconsin. The author's object, say the publishers, is to give the history of the frog, treating at length of the habits and natural history of the animal.

In the early part of October the University of Chicago Press issued a new book by President Harper, entitled, "The Prophetic Element in the Old Testament." The same publishers have also issued recently the following books, which ought to appeal especially to teachers: "The Trend in Higher Education," by President Harper, and "Place of Industries in Elementary Education," by Katharine E. Dopp.



Doubleday, Page & Company are issuing a beautiful edition of "Rip Van Winkle," illustrated by the well-known English artist, Arthur Rackham. This is the first time any of Mr. Rackham's drawings have appeared in this country.

Dr. W. A. P. Martin recently returned to the United States from a three-year visit to China. During his absence he was associated with Viceroy Chang Chih Tung, of Central China, in an effort to spread the cause of education in that country. He will remain in this country but a short time, and says that on his return to China he will assist in the formation of a Union college in Peking. The new institution will be supported jointly by the missionary societies of the Methodist, Congregational, and Presbyterian churches. This is a large and important movement, and it is planned to be a model for the guidance of the Chinese government schools. Dr. Martin announces that he expects to bring out a small book embodying his two latest lectures, "The Opening of China," a drama in five acts, and "Three Years in Central China with Viceroy Chang." The Revell Company will publish the book.

Everett T. Tomlinson's new book for boys, "The Red Chief," ought to find a welcome place in school libraries. It is the story of the Cherry Valley massacre and of Brant's deeds in the year 1778. As Mr. Tomlinson is known to have spared no pains to base his accounts upon events that actually occurred, the book is, therefore, of actual historical value, besides being extremely interesting to young people. Houghton, Mifflin & Co. are the publishers.

Frye's Geographies, Mother Tongue, Book 1, and Agriculture for Beginners, published by Ginn & Co., have been adopted by the Mississippi Text-Book Commission. The Medial Writing Books, also published by Ginn & Co., have been adopted at Ithaca, N. Y.

Bigelow's "How Nature Study Should Be Taught," published by Hinds, Noble & Eldredge, has been placed on the State Reading Circle list of West Virginia as one of the books in the supplementary course for 1905-06. Dr. Bigelow is nature study editor of *St. Nicholas Magazine* and associate editor of the *Popular Educator*, and is one of the most eminent students of the day in this field.

One of the most important books issued this fall will be "Medieval and Modern History," by Prof. Henry E. Bourne of Western Reserve university. Professor Bourne will be remembered by his well-known book on the "Teaching of History," which did so much to establish his reputation as one of the most prominent teachers of history in this country. The new book will be published by Longmans, Green & Co.

On account of the steady growth of the house of A. S. Barnes & Co., it has become necessary to secure additional rooms adjoining the offices at 156 Fifth avenue, New York. One of the reasons for the move is the increasing demand for the books along educational lines, published by the house, representing among other departments, history, science, art, civics, and supplementary reading. A valuable book has been added recently to the science department, entitled, "The New Knowledge," by Prof. R. K. Duncan. This is indispensable to teachers of chemistry and physics, and its appreciation by the general public is indicated by the fact that it is already in its fourth edition.

Arthur Sullivan Gale, joint author of Smith and Gale's "Elements of Analytic Geometry" and "Introduction to Analytic Geometry," published by Ginn & Co., is to have charge of the department of mathematics at the University of Rochester.

W. S. Shearer, Chicago manager for Newson & Co., publishers, enjoyed a unique camping experience during the past summer in the Rocky Mountain region of Colorado. He is now back in Chicago ready for the winter's campaign.

Hugh Black, author of books on "Friendship" and "Work," published by Fleming H. Revell Company, recently arrived in New York from Glasgow. Mr. Black will lecture in the Union Theological Seminary this winter. The lectures will be in two series, "The Christian Minister and His Work" and "The Christian Minister and Apostolic Theology." They will be addressed particularly to men already in the ministry.

Doubleday, Page & Company are preparing to issue rather a remarkable book, entitled, "Flashlights in the Jungle," by the German naturalist, C. G. Schillings. The illustrations are more than 300 in number and are exceedingly unique. There has been no posing, the photographs were taken in many unexpected and unusual places and show the animals of the jungle in all their varying moods and habits. The publishers expect, and rightly, that there will be a great demand for this book for school libraries. Unfortunately a complication regarding the book has arisen between Doubleday, Page & Company, and Harper & Brothers. It seems that Harper & Brothers were nearly ready to put the book on the market when Doubleday, Page & Company announced that they had in press the only authorized and complete edition, and that the Harper edition is a "pirated" and incomplete one. How the controversy will terminate remains to be seen.

Charles Battell Loomis has returned to his home in New Jersey from a pleasant summer in Connecticut. His new nove, "Minerva's Manoeuvres," published by A. S. Barnes & Co., is having a successful run.

On the first of November, *Charities* of New York and *The Commons* of Chicago were merged into one publication. The combined weekly journal is a distinctly American idea—more or less of a co-operative undertaking among those who know conditions first hand and are shouldering such movements as housing and child labor reform, the prevention of tuberculosis, and the social utilization of public schools. The editorship will be in the hands of Edward T. Devine of New York, and Graham Taylor of Chicago.

While neither periodical has hitherto gained a general circulation, they have been read to a remarkable degree by editors, teachers, public officials, the executive officers of organizations, and others who get at the public opinion of the community.

To develop this educational work along national lines, a publication committee has been organized, with Robert W. de Forest, former Tenement House Commissioner of New York, as chairman, and including Jane Addams and Margaret Dreier Robins of Chicago; Jacob A. Riis, Frank Tucker and Robert S. Brewster of New York; Daniel C. Gilman, Baltimore; Robert Treat Paine, Arthur F. Estabrook, Joseph Lee and John F. Moors of Boston; Simon N. Patten, Philadelphia; and S. W. Woodward, Washington.

Mr. W. E. Cochrane, of the Prang Educational Company, recently returned from a business trip to Chicago.

In order to meet the growing need of the high schools for a suitable text-book on commercial geography the American Book Company has issued Gannett, Garrison, and Houston's "Commercial Geography."

Brentanos have acquired by purchase the plates and entire stock of the books formerly published by the Scott-Thaw Company.

Charles A. Keane, principal and head of the department of chemistry and metallurgy at the Sir John Cass Technical institute, London, has undertaken the translation of a well-known German work, "Technical Methods of Chemical Analysis," by Dr. George Lunge, Professor of Technical Chemistry at Zurich. D. Van Nostrand & Co. have arranged for the American sale of this book.

The new French Reader by Professor Ranbeau, which Messrs. Henry Holt & Company have in press, is based upon the Passy-Rambeau "Chrestomathie Francaise," but is not like the larger work in phonetic characters. The matter of the new book is more vivacious and interesting in style than that of the traditional French reader and includes selections in both prose and verse. The brevity of the book is in accord with the present tendency not to tarry long on a reader.

A general catalog of current school and college text-books issued by all the American publishers has been received from Baker & Taylor Co.

The Century Company announces for fall issue "Washington the Promoter," being the first complete printing of the diary kept by George Washington for September, 1784, during his journey in the Ohio basin in the interest of a commercial union between the Great Lakes and the Potomac river. The commentary upon this interesting text has been prepared by Archer Butler Hulbert.

Little, Brown & Company, Boston, will publish in November a school edition of "Mein Old Greece," by Miss Jennie Hall. The material is simple enough to be read with ease by children of the fourth grade in the common schools. This is an important addition to the list of supplementary readers.

D. Appleton & Company are issuing the following books under the title of Appleton's Classical Library:

Herodotus' History of Greece; Livy's History of Rome; Froude's Julius Caesar; Hallam's History of the Middle Ages, 2 vols.; Carlyle's French Revolution, 2 vols.; Franklin's Autobiography and Poor Richard's Almanac; De Tocqueville's Democracy of America, 2 vols.

The John Lane Company, New York, has issued, as a supplement to the series of international studies, a volume entitled, "Art in Photography."

Frances E. Blodgett and Andrew B. Blodgett, the latter superintendent of schools at Syracuse, N. Y., are preparing a series of readers to bear the imprint of Ginn & Co. The Primer, and First and Second Readers are ready.

During the last month Dodd, Mead & Co. have issued an entirely new work by Prof. Ettore Pais, of the University of Naples, entitled "Ancient Legends of Roman History." The manuscript was translated by Mario E. Cosenza, of the College of the City of New York.

Two new books to be brought out shortly by The Macmillan Company are "A People at School," by H. Fielding Hall, and "Micky," by Evelyn Sharp. The latter will be illustrated by H. M. Brock. The same house also announces for early publication a uniform edition in six volumes of the novels of Charles Lever, with the original illustrations.



Doubleday, Page & Co. recently received an order for a copy of Helen Keller's "Story of My Life" from a Russian prisoner of war at Shizuoka, Japan.

Ginn & Company announce the publication of a new book, "Northern Trails," by William J. Long, on September 21st. It comprises a collection of entirely new stories dealing with animal life in the far north, and it is sure to receive a warm welcome.

### November Magazines.

Articles of Especial Interest to Teachers.

#### THE CENTURY.

A Great Discovery in Egypt: The Tomb of the Parenst of Tii (illustrated) by Henry Coopley Greene.

With Walt Whitman in Camden. (Illustrated). By Horace Traubel.

The Panama Canal (illustrated), by Wm. Barclay Parsons.

#### APPLETON'S BOOKLOVERS' MAGAZINE.

Recent College Architecture, I. (illustrated) by Christian Brinton.

The Commodores of the Navy of the United Colonies (illustrated), by Martin I. J. Griffin.

At War with the Clouds (illustrated), by William G. Fitz Gerald.

The Tax We Pay to Insects (illustrated), by Clifford Howard.

Japan: Our New Rival in the East. I. Japan's Impending Dominance of the Pacific, by Harold Bolce.

#### MC CLURE'S MAGAZINE.

Reminiscences of a Long Life (illustrated), by Carl Schurz.

The Railroad Rate, a study in commercial autocracy, by Ray Stannard Baker.

Pioneer Transportation in America, by Charles F. Lummis.

#### COSMOPOLITAN MAGAZINE.

Did America People the World? (illustrated). Daniel T. Pierce.

Some Notes on the Recent Eclipse (illustrated), by Camille Flammarion.

The Eclipse Seen from a Spanish Mountain (illustrated), by Gabelle Renaudot.

Separation of Church and State in France. Introduction. George H. Casamajor. The Government View, George Climeceau. The Orthodox, Conservative View, Marquis de Castellane.

Transforming the World of Plants (illustrated), by Garrett P. Serviss.

#### THE DELINEATOR.

Education for Life Thru Living, by Dr. William H. Maxwell, superintendent of schools, New York city.

Art Studies and Successful Work (following an interesting article in the October number on "The Truth Concerning Art Schools"). M. H. Vorse.

#### THE TECHNICAL WORLD.

Oceans of Oil (illustrated), by Geo. E. Walsh.

Jersey Wars on Mosquitoes (illustrated), by John Elfret Watkins.

Where History Was Made. A Picture Story.

Four Years' Work on One Lens (illustrated), by John L. Cowan.

Engineering Progress, a series of interesting comments (illustrated.)

#### THE READER MAGAZINE.

A Question of Organization.

The Fight for Life in San Francisco, by Frances Benson (illustrated).

Our Own Times, a department of men, women, and affairs, books, the arts, and the drama.

#### SCRIBNER'S.

Letters and Diaries of George Bancroft III. Paris from 1847 to 1849, by George Bancroft, edited by M. A. De Wolfe Howe (illustrated).

The Hope for Labor Unions, J. Laurence Laughlin.

The Field of Art.

#### HARPER'S MAGAZINE.

The Slave Trade of To-day, Part IV. "The Hungry Country," by Henry W. Nevins.

Shakespeare's "King Henry VI," Part II. Critical Comment by Ernest Rhys.

My Antarctic Explorations, by Dr. Jean B. Charcot.

Insect Herds and Herders, by H. C. McCook.

#### ATLANTIC MONTHLY.

The Commercialization of Literature, by Henry Holt.

Immigration and the South, by Robert DeCoursey Ward.

Telephone Development in the United States, by Frederick W. Coburn.

How Statistics are Manufactured. The experiences of a census taker, by William G. Allen.

Significant Books of Science, by E. T. Brewster.

Korea and Manchuria under the New Treaty, by K. Asawa.

#### NORTH AMERICAN REVIEW.

The Portsmouth Peace Conference. F. de Martens.

Japan's Commercial Aspirations, by Frederic C. Penfield.

The Jew in America, by Prof. Abram S. Isaacs.

The Modern Novel and the Modern Play, by Brander Matthews.

A Pension Fund for College Professors, by Charles F. Thwing.

The General Situation in Morocco, by Ion Perdicaris.

A Review of Federal Railroad Regulations, by J. Walter Lord.

#### BOOK NEWS.

Lesser Literary Centers. II. Northampton, Mass. Lyman P. Powell.

Italian Literary psychology. Joseph Spencer Kennard.

The Sonnet. William A. Bradley.

With the New Books. Talcott Williams.

Two Novels of Unusual Merit.

Umbria Mystica.

Studies in Literary Criticism.

The History of Music.

Essays and Letters for Booklovers.

The Author of "John Inglesant."

Mr. Carnegie's Life of Watt.

New Books of Fiction in Every Field.

#### COUNTRY LIFE IN AMERICA.

Country Homes of Famous Americans. XVII. James Madison, by Oliver B. Capen.

New Hampshire—A State for Sale at \$10 an Acre, by Arthur H. Gleason.

#### PEARSON'S.

The American Diplomat in Foreign Eyes, by Baron Otto Dewitz.

Night in a Marconi Station, by Larry Crossman.

#### AMERICAN ILLUSTRATED.

The Story of American Painting, by Charles H. Caffin.

The Man Behind the Stars, by F. Elderkin Fyles.

The Hopeful Tendency in Fiction, by Frederic T. Cooper.

#### GOOD HOUSEKEEPING.

My Experience with Boys, by Edwin Markham.

Good Literature from Writers of To-day, by Elizabeth K. Tompkins.

Handicraft, III. by Berthe Mirabeau.

#### LADIES' HOME JOURNAL.

Weaving Rugs from Rags, by Candace Wheeler.

How to Sing and Play My Compositions, by Mme. Chaminade.

Old Games that Children Love, by Elizabeth Robinson Scovil.

#### WOMAN'S HOME COMPANION.

American Women and American Friendship for Japan, by Kogora Takahira.

Shall Our Boys Play Football? 1. The Evils of College Football, by Pres. Charles W. Eliot. 2. Why I Believe in College Football, by G. Foster Standford.

The Black Hole of Calcutta, by W. D. Wattles.

#### MUNSEY'S MAGAZINE.

The University of Chicago, by Harry Pratt Judson.

The Czars of Russia.

IV. The Crimean War, by Edgar Saltus.

#### CURRENT LITERATURE.

A Review of the World.

Literature and Art.

Religion and Ethics.

Science and Discovery.

Music and the Drama.

Persons in the Foreground.

Recent Fiction and the Critics.

Recent Poetry.

Lazy Beppo. A Complete Story. Hans Hoffmann.

#### THE BOOKMAN.

Literary Clubland, VI. by John A. Macy.

Whom Shall We Write Books For? by Churchill Williams.

The Descent of Man and some Recent Books, by Frederick Taber Cooper.

Twenty Years of the Republic. Part XI. "The Rising in the West," by Harr. Thurston Peck.

### Forthcoming Books.

LITTLE, BROWN & COMPANY.

French Pathfinders, by William Henry Johnson.

Il Libro D'Oro, by Mrs. Francis Alexander.

American Railway Rates, by Judge Walter C. Noyes.

The Florence of Landor, by Lillian Whiting.

Men of Old Greece, by Jennie Hall.

The Oak-Tree Fairy Book, edited by Clifton Johnson.

In and Out of the Old Mission of California, by George Wharton James.

Memoir of Colonel Henry Lee, by John T. Morse, Jr.

The Fight for Canada, by William Wood.

## JOHN LANE COMPANY.

- A Love Child, by Clegge. \$1.50.  
 Last Poems of Lawrence Hope. \$1.50.  
 Jane Austen's Sailor Brothers, by J. H. Hubback. \$3.50.  
 A Year of Song, by W. Graham Robertson \$1.00.  
 The Spirit of Rome, by Vernon Lee. \$1.50.  
 Great Japan, by Alfred Stead. \$2.50.

A. S. BARNES &amp; CO.

(Selected.)

- Uncle Sam and His Children, by Judson Wade Shaw, A. M.  
 The Shakespeare Story Book, by Mary McLeod.  
 In the Days of Milton, Tudor Jenks.  
 In the Days of Scott, Tudor Jenks.  
 Life in the Eighteenth Century, by George Cary Eggleston.  
 The Journeys of La Salle and His Companions, 1668-1687,  
 as Related by Himself and His Followers, edited, with an  
 introduction, by Prof. J. J. Cox.  
 Cabeza de Vaca, Alvar Nunez: The Journey of Alvar  
 Nunez Cabeza de Vaca and his companions from Florida to  
 the Pacific, 1528-1536. Translated from his own narrative  
 by Fanny Bandelier.

The New Knowledge, by Prof. Robert Kennedy Duncan.

HARPER &amp; BROTHERS.

- German Struggle for Liberty, Vol. IV, by Poultney Bigelow.  
 The Principles of Money and Banking, 2 vols., by Charles  
 A. Conant.  
 Evolution, the Master Key, by C. W. Saleeby.  
 Land Ho! by Morgan Robertson.

UNIVERSITY OF CHICAGO PRESS.

- General Sociology, by Albion W. Small.  
 A Decade of Civic Improvement, by Charles Zueblin.  
 Primary Facts in Religious Thought, by Alfred W. Wishart.

SADLER-ROWE COMPANY.

- Typewriting Lessons in Budgets, by Stella M. Smith, Sim-  
 mons college, Boston.  
 Lister's Writing Lessons, by C. C. Lister.

GEORGE W. JACOBS &amp; COMPANY.

- Hither and Thither, Comments on Books of more or less  
 importance, by John Thomson.  
 Knocks—Witty, Wise and—, by Minna Thomas Antrim.  
 "That Reminds Me," by Minna Thomas Antrim.  
 Dolly's Theatricals, for children, by D. Gwyn Jeffreys.

G. P. PUTNAM'S SONS.

- Our Asiatic Neighbors, by James A. Le Roy.  
 Portraits of the Eighteenth Century, Historic and Literary,  
 by C. A. Sainte-Beuve; translated by Katharine P. Wormeley  
 and George Burnham Ives.

French Classics for English Readers, edited by Adolph Cohn, LL. B., A. M., Columbia university.

The Choice of Books, to which has been added Suggestions for Libraries, by Chas. F. Richardson.

Tibet and Turkestan, by Oscar Terry Crosby, F. R. G. S.

The Life of Goethe, by Albert Bielschowsky.

The Life of Charles Lamb, by E. V. Lucas.

Contemporary France, by Gabriel Hanotaux, translated by John Charles Tarver, M. A.

The Constitutional Decisions of John Marshall, edited by Joseph P. Cotton, Jr.

Balthasar Hubmaier, the Leader of the Anabaptists, by Henry C. Vedder, Crozier Theological Seminary.

A History of the American Civil War, by W. Birkbeck, M. A., and Major J. E. Edmonds, R. E., D. A. Q. M. G.

The Development of the European Nations, 1870-1900. Vol. I, by J. Holland Rose.

Life and Matter, an Answer to Haeckel's Riddle of the Universe, by Sir Oliver Lodge.

HENRY HOLT &amp; COMPANY.

(Published during October.)

Nature: Animal Snapshots and How Made, by Silas L. Lottridge. 90 illustrations.

Extinct Animals, by E. Ray Lancaster.

The Country Day by Day, by E. Kay Robinson. A diary of nature for a twelvemonth.

Educational: Teja-Ludemann, edited by Herbert C. Sanborn.

English Essays, edited and collected by Walter C. Bronson.

Specimens of Discourse, edited by A. L. Andrews.

Les Oberlè, by Renè Bazin, edited by Chas. W. Cabeen.

A French Reader for Beginners, by Dr. A. Rambeau.

Die Blinder-Heyse, edited by W. H. Carruth and E. F. Engel, University of Kansas.

Herodes und Mariamne, Hebbel, edited by Ed. Stockton Meyer.

The Lincoln-Douglas Debates, edited by Prof. A. F. Bouton.

Juvenile: The Peter Newell Mother Goose, by Carolyn Sherwin Bailey. 22 illustrations by Peter Newell.

The Wizards of Ryetown, by A. Constance Smedley and L. A. Talbot.

## Catalogs Received.

All catalogs received will be acknowledged in this column.  
 Please send your latest announcement.

- Bausch & Lomb Optical Co.  
 C. S. Hammond & Co.  
 Eberhard Faber.  
 Williams Typewriter Co.  
 Meneely Bell Co.  
 Chandler & Barber.  
 Fred Frick & Co.  
 Joseph Dixon Crucible Co.  
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 The A. H. Andrews Co.  
 Sherwood Company.  
 L. C. Smith & Bros. Typewriter Co.  
 J. L. Hammett Co.  
 Andrews School Furniture Co.

## Educational.

- Parker P. Simmons.  
 Silver, Burdett & Company.  
 W. R. Jenkins.  
 Sadler-Rowe Co.  
 Hinds, Noble & Eldridge.  
 Longmans, Green & Co.  
 The University of Chicago Press.  
 Harper & Brothers.  
 The Macmillan Company.  
 Newson & Co.  
 Henry Holt & Company.

## Literary Bulletins.

- The Century Co.  
 The Baker & Taylor Co.  
 Charles Scribner's Sons.  
 Dodd, Mead & Co.  
 Doubleday, Page & Co.  
 George W. Jacobs & Company  
 Houghton, Mifflin & Co.  
 Little, Brown & Company.  
 A. S. Barnes & Co.  
 G. P. Putnam's Sons.

## Educational Catalogs.

- Facts about Southern Educational Progress. By Charles L. Coon, of the North Carolina Department of Education.  
 Annual Reports of the Board of Education of the City of Elgin, Ill.  
 Madawaska Training School, Fort Kent, Maine.

## Miscellaneous.

New York State Teachers' Agency.



## Funny.

- People Will Drink Coffee When It "Does Such Things."  
 "I began to use Postum because the old kind of coffee had so poisoned my whole system that I was on the point of breaking down, and the doctor warned me that I must quit it.  
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 "Any unexpected noise would cause me the most painful palpitation, make me faint and weak.  
 "I had heard of Postum and began to drink it when I left off the old coffee. It began to help me just as soon as the old effects of the other kind of coffee passed away. It did not stimulate me for a while, and then leave me weak and nervous as coffee used to do. Instead of that it built up my strength and supplied a constant vigor to my system which I can always rely on. It enables me to do the biggest kind of a day's work without getting tired. All the heart trouble etc., has passed away.  
 "I give it freely to all my children, from the youngest to the oldest, and it keeps them all healthy and hearty." Name given by Postum Co., Battle Creek, Mich.  
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## Notes of New Books.

"The Lighting of School-Rooms," by Stuart H. Rowe, Ph. D., author of "The Physical Nature of The Child and How to Study It," is one of the most practical books on this subject yet published.

It is the broad purpose of this handy little volume to present the principles on which the lighting of a school-building depends. The author has carefully eliminated the technique of the principles, so that they stand out clearly and forcibly before the reader. For this reason the book is preeminently a valuable guide not merely to school boards, superintendents, inspectors, and architects, but also to teachers, upon whose shoulders, too often, maybe, falls the responsibility of guarding properly the health of the young children under their care.

Dr. S. D. Risley, a prominent physician of Philadelphia, has written an introduction to the book, in which he says, among other things: "The purpose of this treatise is to teach an important phase of school hygiene, viz., the lighting of school buildings, a purpose which the author has accomplished in a thoro and satisfactory manner. That such a work is greatly needed will find ample demonstration in a visit to the recitation-rooms of many of our educational institutions, and especially to those of small, so-called private schools, where, too often, no intelligent thought has been given either to the quantity of light admitted or the relation of the desks to the windows. The student is often compelled to work facing the light or with the point of pen or pencil constantly in the shadow of the hand or body. There is no longer any question as to the harmful influence upon the eyes of school children of insufficiently or improperly lighted rooms." (Longmans, Green & Co., New York.)

"Public Elementary School Curricula," by Bruce R. Payne, Ph.D., Department of Philosophy and Education, William and Mary college, is such a study, at once complete and comprehensive, as it is claimed has never appeared in English before. It tries to give an exact description of the subject matter and its arrangement in the curricula of public elementary schools of certain representative cities of the United States, England, Germany, and France. By the use of tables and inductive study from this data, the author has allowed facts to speak for themselves. The book has the exactness of careful investigation, yet it is so arranged as to show the large results of the various systems, and to point out in what ways we may profit by their experiences.

The value of the book lies in its suggestiveness for teachers and students of pedagogy, in the aid it will give in understanding and intelligently meeting the urgent problems of our schools. The final chapter contains an outline of an ideal curriculum, formed in accordance with the conclusions of the preceding studies. Thruout the book practical service to the schools of America is the subject constantly held in view by Professor Payne. (Silver, Burdett & Company, New York.)

"Spelling Lessons for Immediate Grades," by Aaron Gove, LL. D., formerly superintendent of schools, Denver, Colorado.—This book is based upon methods universally employed by teachers of spelling rather than upon theories as to how spelling ought to be taught. In the exercises following the preface, however, the author presents a new plan for drill in spelling that is of the greatest interest. He aims to train the eyes to see, the ears to hear, and the memory to retain what has been seen and heard. The device is the same as that employed by the conjuror Houdin in training the visual memory of his son. Mr. Gove amplifies it by applying it to the ear as well as the eye. It has an obvious and special value in its application to the teaching of spelling. In the 95 papers of the text there is a total of 5,076 words, covering the work of grades four to eight inclusive. (Ginn & Company, Boston. Price, 18 cents; by mail, 25 cents.)

"Elementary Physical Science," by John F. Woodhull, Ph. D., professor of physical science, Teachers college, Columbia university.—This book aims to give the pupil accurate verbal concepts of ideas that have already entered his consciousness thru his senses; to broaden his knowledge by calling his attention to practical applications of the principles that have been presented in the laboratory. The glazing of earthenware, the disintegration of brown-stone buildings, the tempering of tools, etc., are fully explained. City water and gas systems are given special attention. The application of heat in various ways, and the heating and ventilation of buildings are discussed in an interesting manner. (American Book Company, New York. Price, 40 cents.)

"An Advanced Arithmetic," by Elmer A. Lyman, professor of mathematics in the Michigan State normal college, is intended for pupils who have completed the regular grammar school course in arithmetic, and contains abundant material for review and advanced work. The exercises in the book have been selected largely from actual business transactions, altho a few have been taken from standard foreign works. Almost all of the problems in the application of percentage

have been secured from business houses, or reviewed by representative business men. The chapters on banking and stocks and bonds give information of a practical character which is rarely found in text-books of arithmetic. (American Book Company, New York. Price, 75 cents.)

"The First Year in Algebra," by Frederick H. Somerville, of the William Penn Charter school, Philadelphia, is an introductory course in elementary algebra and furnishes satisfactory work for one year in the grammar schools or for the first year in high schools. It is simple, carefully graded, and presents unusually scientific characteristics. Some features which give the book distinct individuality are: A minimum number of definitions which are presented only as they are needed; a very simple correlation of algebra with arithmetic; a clear explanation of the opposition of positive and negative quantity; and a gradual introduction to the early processes. New elements are introduced as the result of some natural process. Recapitulations of the main principles studied occur at frequent intervals. These are intended for classroom drill and discussion, not to be committed to memory. Each is followed by a comprehensive collection of examples reviewing the applications of the principles. All of the exercises are carefully graded and are free from puzzling and discouraging questions. (American Book Company, New York. Price, 60 cents.)

One of the most important text-books lately published is the "Commercial Geography," by three widely known specialists. They are Henry Gannett, geographer of the United States Geological Survey and the twelfth census; Carl L. Garrison, principal of the Morgan School, Washington, D. C., and Edwin J. Houston, A. M., Ph. D., emeritus professor of physical geography and physics, Central high school, Philadelphia. We naturally expect from authors of this knowledge and experience a book of extraordinary merit, and such we find in this volume. The eminent authorship, the practical nature of the book, the method of presentation, the accurate and up-to-date statistics, the numerous maps and graphic percentage diagrams, the problems to be deduced from the work, all contribute to make the volume unusually suitable for commercial students.

It will do much to increase the popularity of the study of commercial geography in high schools and colleges, where it is intended to be used. In its preparation great care was taken to render the work entirely suitable to commercial students, and to present the subject in a simple, methodical, and logical way, to the end that its study shall not only be informative, but truly educative and worth while.

The book is intended to serve as a practical tool in leading pupils to an appreciation of the physical conditions and economic principles on which depend the production, manufacture, and exchange of the world's great commercial staples. The elements of foreign commerce of the various nations and such other statistical matter as is necessary in the study of commercial geography are so presented as to be readily available by the pupil in making his own diagrams on cross-section paper—a valuable pedagogical feature.

The treatment is divided into three main parts—commercial conditions, commercial products, and commercial countries. In the first portion of the book there is a clear, brief statement of the physical, social, and economical conditions that largely influence commerce in every region. In a very small space the student learns how climate, soil, geological formation, and topography affect commerce; how climate and topography affect both animal and vegetable products; how the commerce of a region is affected by the degree of civilization of its inhabitants; what constitute manufacturing and transportation facilities; and the methods of making financial exchanges thruout the world. The second part of the book treats of the cultivation of the soil and the vegetable, animal, and mineral products that enter commerce. The great commercial staples are taken up separately, and their production, manufacture, and use briefly discussed. The final and largest division of the book is devoted to a careful description of each of the countries of the earth, with special reference to its industries and commerce, both domestic and foreign. Nearly one-third of this space is allotted to the United States. The book is accurate and up-to-date; at the end are a number of valuable tables. (American Book Company, New York. Price, \$1.25.)

"A Geographical Reader," by Frank G. Carpenter, is the latest addition to a popular and widely-read series by this well-known traveler and writer. He presents the best and latest information about Africa from the standpoint of educational interest in a manner particularly interesting to children who, in the book, accompany the author in his travels thru Africa. He explores with them the great mountains; they ride with him in caravans across the great desert; they sail with him on wonderful rivers; they see strange countries, strange peoples, and learn about birds and wild animals by seeing them in their native haunts. The great development going on in Africa is graphically described. The children go with the author over the new railroads; he shows them the gold and diamond mines, and other great industries of South Africa, and they learn the part that each country has in the world of commerce and trade. In fact, the book is a personally



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## ANNOUNCEMENT

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The Hon. William T. Harris, U. S. Commissioner of Education, predicts that the plan means a revolution in the highest study of art:

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conducted tour, and is filled with facts about Africa that everyone should know. It is well illustrated from photographs by the author, and is supplied with numerous maps. (American Book Company, New York. Price, 60 cents.)

A new text on the "Elements of Geometry," for high school work and college preparation, by Walter N. Bush, principal, and John B. Clarke, department of mathematics, Polytechnic high school, San Francisco. Some of the characteristic qualities of this well-equipped text-book for high school pupils, or for those preparing to enter colleges and universities of the most advanced requirements, are systematic classification of definitions, theorems, and problems; clear and simple methods of presentation; and intelligent selection and elimination of material.

The arrangement of theorems into groups relating to the same topic is the most unique and will probably prove the most effective feature of this work.

The many helpful suggestions as to the method of solving original exercises, the illustrated statements of the close connection between algebra and geometry, the use of common properties of the plane and sphere-surface should insure for this new text-book a wide and immediate approval.

In the matter of diagrams, it makes special claims to superiority. Its line-drawings are clear and accurate, while the figures done in wash are not only of great practical value in elucidating their respective theorems, but give the book an exceptionally attractive appearance. (Silver, Burdett & Company, New York.)

"An Introductory Physiology and Hygiene," by H. W. Conn, Ph. D., professor of biology, Wesleyan university.—In this little book the value of good food, the formation of regular habits, and right daily living is especially emphasized. The urgent necessity of out-door life and healthful activity is given prominence. The glossary will prove of great value as a basis for definitions and general review questions, and the carefully selected illustrations form a noteworthy feature.

The book is also effective from the pupil's point of view, and the association of ideas throughout is in accordance with his intelligence and with his familiarity with every-day processes and results. Teachers everywhere will gladly welcome this initial volume in the study of the science of health. (Silver, Burdett & Company, New York. Price, 36 cents.)

"A German Grammar for High Schools and Colleges," has been prepared by George Theodore Dippold, Ph. D., formerly professor of modern languages in the Massachusetts Institute of Technology. The author's motive and method in the preparation of this German grammar are well set forth in his preface which, aside from a careful study of the contents, is the book's most convincing advocate. Attention is called to features of special importance, and a comparison with other German grammars will show the following notable excellencies: The early treatment of the verb; the exhaustive treatment of strong verbs, including the six tabular views in the appendix; the practical arrangement of the complicated subject of model auxiliaries; the comprehensive treatment of the classification of nouns, including a tabular view of the declensions; the method of treating vocabularies by reference; and the provision for an unusual amount of German-English translation before much is demanded in the way of translating English into German, altho there is sufficient material of the latter to satisfy the most conservative teacher.

The author has borne in mind the simpler and more direct demands of high school pupils, with the purpose of producing a text-book suited to the varying demands of different classes, while realizing, at the same time, the more comprehensive needs of college students who are beginning the study of the German language. (Silver, Burdett & Company, New York. Price, \$1.19.)

"Mayne's Sight-Speller," adapted for graded schools from fourth grade thru the eighth grade and ungraded schools, with supplementary list for use in high schools and for test exercises, by D. D. Mayne, principal School of Agriculture, St. Anthony Park, Minn.—How to make the pupil acquainted with the irregularities and peculiarities of our English orthography is one of the most difficult problems with which educators have had to deal. The teaching of spelling incidentally in connection with the several subjects having in a measure failed, because orthography was relegated to a subordinate place, the schools are coming around again to the use of a text-book. Thanks to the investigations that have been carried on of late years, much more is known of the way pupils learn to spell than formerly. It has been found that in learning to spell, children are largely "eye-minded"; that is, they obtain their percepts of the order of the letters in words by seeing the words in print or script. They should study them in this form, unmodified by separation into syllables or the application of dicritical markings. Good spelling is aided greatly by writing, and, to a less extent, by naming the letters aloud in order. Careful pronunciation is also a great help. Much better results were obtained when special attention was called to certain words of difficult orthography, or when something of interest was given regarding them.

The "Sight-Speller" has been prepared with the above

mentioned facts in view. The words are printed in bold, clear-faced type, to appeal to the eye of the pupil, and there are no marks on them to distract attention. Under each list of words, in smaller type, are the words marked for correct pronunciation, with comments. There are hundreds of words that need not be included in the list of a spelling book—they are attended to by the analogs and phonetics of our language. This leaves for the book words that involve some orthographic difficulty. The greatest difficulty has been found in the doubling of letters. Then, in order, with the terminations *able*, *ible*, in *ei* and *ie*, in *tion*, *sion*, and *cion*, and in silent letters. Prominence is given to these difficulties in the preparation of the lessons and in the selection of words for this book. The doubling of letters and some other difficulties involve the rules of spelling. A single rule is emphasized in each grade, and a review of all the rules, with drills, is given in the eighth grade. It is better not to present words of similar sounds but different spelling together—it leads to confusion. The few homophones which are absolutely needed—such as *too too*, *two* and *there* and *their*—should be taught thoroughly. The author advises frequent reviews. Teachers will surely appreciate his effort to produce a spelling book that recognizes the result of recent scientific investigations. (Powers & Lyons, Chicago and New York.)

Probably there is no man living in this country to-day who has done more to open our eyes to the beauties of God's out-of-doors, and the reasonableness, the healthfulness, and the enjoyableness of unsentimental nature study than John Burroughs. He writes of what he has seen and knows, because he lives near to nature's heart. It is, then, with a feeling of genuine delight that one picks from the bushels of new novels, historical romances, and other volumes made to sell, Mr. Burroughs' new, plainly-bound volume, unillustrated—save for the frontispiece portrait of the author.

"Ways of Nature." The writer takes us with him where the birds sing their songs, we study with him what the animals know, and we close the book rested and refreshed. "Ways of Nature" should and will appeal especially to the teacher. It is full of good things to be read and enjoyed, many of them to be given again to pupils. (Houghton, Mifflin & Co., Boston.)

"Webster's Modern Dictionary, Intermediate School Edition," has just been issued. It is intended for use in intermediate school grades. It contains 27,000 words and definitions, many special engravings, full-page plates of presidents and famous men, flags of nations in colors, signs used in writing and typography, scientific English word-building, rules in orthography, foreign phrases, and other features. The binding is black silk cloth, side and back title in gold, special design; uniform with other school editions. (Laird & Lee, Chicago. Price, 45 cents.)

Captain Mahan's new book, "Sea Power in its Relation to the War of 1812," to be brought out by Little, Brown & Co., Boston, is a contribution to American history of great value. The stirring events of the war, the points of single ship fights and squadron actions are represented in a series of vivid pictures and he draws due attention to the strategic interest of campaigns on the land and the diplomacy of the time.

It will be issued in two volumes with photogravure frontispieces, maps, battle plans, and twenty-three full-page plates in half-tone from original illustrations by Stanley M. Arthurs, Henry Reuterdaahl, Carlton T. Chapman, and others.

A new work on the Franciscan missions to be brought out shortly by Little, Brown & Company, Boston, is entitled "In and Out of the Old Missions of California." In this book the author, George Wharton James, writes of many things never before presented, among them the direct origin of the mission architecture; the analysis of the details of, and the influence of the mission style of architecture upon modern American architecture; the condition of the Indians prior to, during, and immediately after the mission epoch, with a brief account of their present state; a careful survey of the interior decorations of the missions; a pictorial account of the furniture, pulpits, doors, and other woodwork, and of the crosses, candlesticks, and other silver and brass work of the missions, and of the various figures of the saints of the missions. The story of Ramona as related to the missions is also given.

More than one hundred illustrations have been reproduced from photographs which were practically made for the book.

The Putnams announce for early publication, in two volumes, *American Political History, 1763-1876*, by the late Prof. Alexander Johnson, of Princeton college, edited and supplemented by Prof. James Albert Woodburn of Indiana university. The articles by Professor Johnston, collected in this work, were originally contributed to "Lalor's Cyclopaedia of Political Science, Political Economy, and Political History. They have been skilfully welded together by Professor Johnston into a valuable and convenient work, presenting the principal features in the political history of the United States from the opening of the American Revolution to the close of the era of Reconstruction. The first volume treats of the Revolution, the Constitution, and the growth of Nationality, 1763-1832. The second volume covers the Slavery Controversy, Secession, Civil War and Reconstruction 1820-1876



## The Educational Outlook.

The Cincinnati board of education has adopted the policy of increasing teachers' salaries \$50 per year provided they take up some professional work, such as attendance at summer schools, university study, reading circle or other professional reading.

On Wednesday, Oct. 25, Dr. Ellsworth Gage Lancaster was inaugurated president of Olivet college, Olivet, Mich.

The Peabody college has secured all of the funds necessary to obtain the endowment of \$1,000,000 offered by the Peabody Board. The next move will be to organize under a new board, and then to secure an additional \$250,000. A member

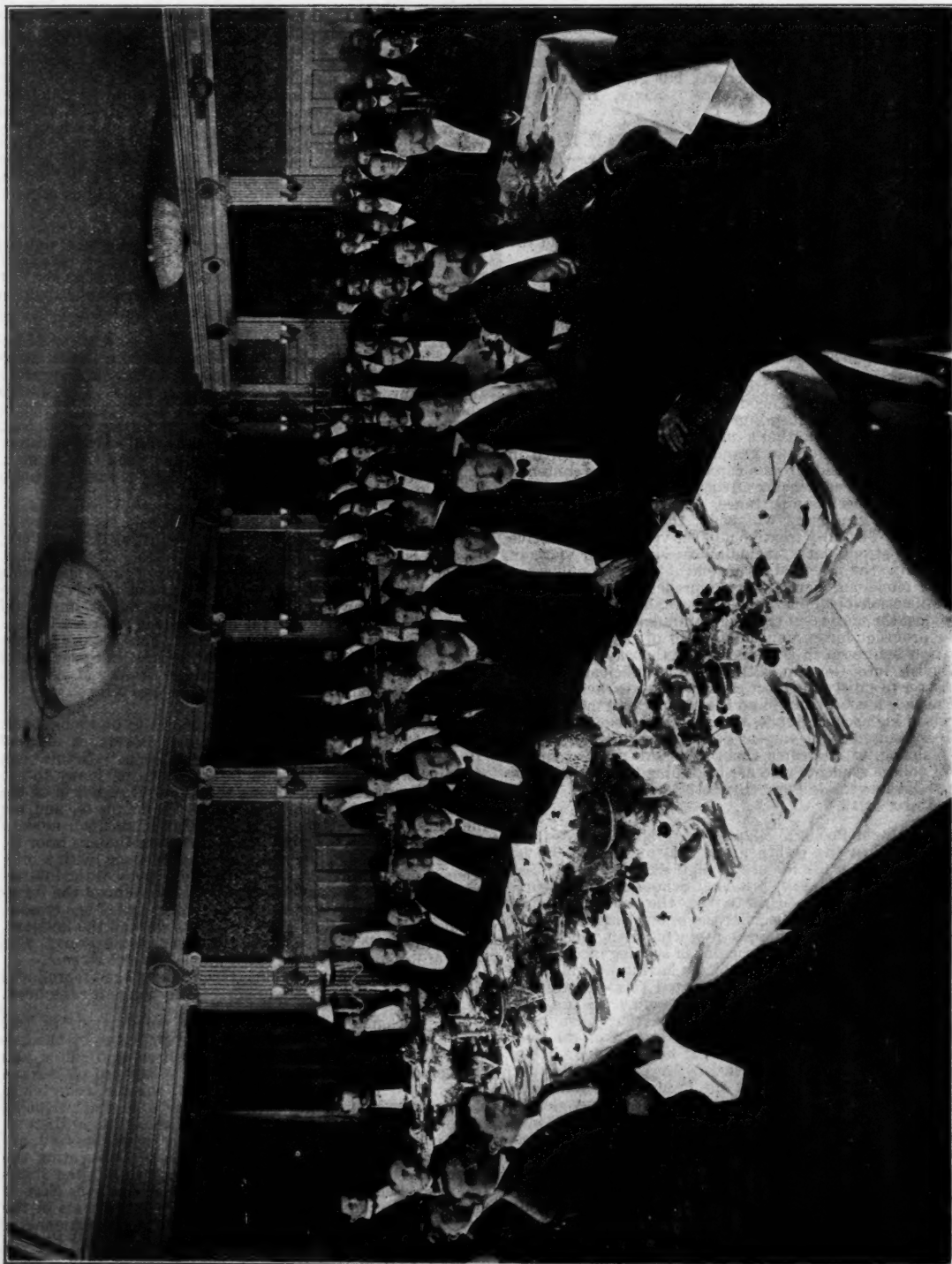
of the Peabody board of trustees agrees to give an equal amount to the college for equipment whenever this sum is raised.

It is said that Chelsea is the only city in Massachusetts having 20,000 or more inhabitants, which does not maintain manual training as a part of its public school system.

Supt. W. L. MacGowan, of the Warren, Pa., schools, has offered a prize to be given to the school having the best decorated room by Thanksgiving time. In a letter to the teachers, Superintendent MacGowan said that the bare walls of a home or school seem to emphasize waste, uselessness, and lost opportunity.

At the recent meeting of the Massachusetts Teachers' Association at Springfield, Dr. Cheesman A. Herrick, of the Philadelphia Central high school faculty, delivered an address on "The Educational Value of Commercial Courses in High Schools." Among the other speakers were Pres. Carroll D. Wright of Clark college; Pres. W. H. P. Faunce of Brown university, and Prof. George E. Vincent, of Chicago university.

Frederic P. Olcott, formerly president of the Central Trust Company of New York, has given the town of Bernardsville, N. J., a new school house, at a cost of \$125,000. Mr. Olcott is the second member of the New York colony who



First Annual Banquet of the Real Estate Class of the West Side Y. M. C. A., on West 59th St. The banquet was held at Hotel Astor.

have summer houses near Bernardsville to erect a public school for the benefit of the people of the community. The other benefactor is Grant B. Schley, who recently built a public school near his summer home at Far Hills. Mr. Schley pays the salaries of the teachers and maintains the school, at a cost of several thousand dollars per year.

### The School-Room Beautiful.

Thru the kindness of Dr. James P. Haney, director of manual training, the teachers of New York city recently enjoyed a rare treat in listening to a lecture on "The School-room Beautiful," by Mr. Henry Turner Bailey, editor of *The School Arts Books*. Mr. Bailey illustrated his remarks with a number of interesting lantern slides and drawings upon the blackboard. In part he said:

"The school-room beautiful does not necessarily mean the school-room elaborate in its decorations. The old bare room of the country school-house is to be preferred to the stuffy, over-decorated modern school-room. However unfavorable the local conditions may be in any one case, it is always possible to have first a clean, wholesome room; second, an orderly room, where the necessary things are conveniently arranged, and where the housekeeping is excellent. It is also possible to have some one well-lighted spot in the room set apart as a shrine of beauty, where the child shall see some one beautiful object well placed. It may be only a fine piece of fruit, or a single flower or an exquisite statuette in plaster. It may be something borrowed from wealthy parents in the district for one day only; but the child should form the habit of looking for this one beautiful thing every morning.

"If a more ambitious scheme of decoration is possible the thing of first importance is the proper tint for the walls and ceiling of the room. If the funds for this cannot be had from the city, very often the work can be done thru private enterprise. The world is full of people glad to help if asked to furnish what they can for the common good. Wall decorations are last in importance. These may well be pictures and casts selected according to grade and for their intrinsic beauty. The best results are secured when the children themselves co-operate in the furnishing of their own room.

"The most beautiful school-room is unsatisfactory unless it has beneficent influence on the work of the children, so that the work of their own hands is more beautiful every day because of their beautiful environment."

### School a Place for Work.

State Supt. N. C. Schaeffer of Pennsylvania recently paid a visit to Chicago, on his way west in the interests of the National Educational Association. While



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in Chicago Dr. Schaeffer addressed the Principals' Association. In reporting his remarks the *School Weekly* says:

"Dr. Schaeffer deprecated the idea which he claimed had come out of Chicago of having the children do nothing but play in their school hours, and stated his belief in good substantial work and the training of children to find pleasure in honest work. The savage dislikes work and the civilized man is devoted to it. There is much of the savage in the child in this respect and he prefers games and idleness to useful occupations much the same as the Indian prefers to make the captive or the squaw labor while he devotes himself to games and dissipation.

"Yet the work done in school may be taken too seriously and made too exacting. He saw work in St. Louis at the exposition which was so fine as to be absolutely bad. Slavish devotion to labor without the presence of originality and life is not commendable. He noted in the North Dakota display a woman in charge of the educational exhibit who seemed to illustrate what the schools should produce. She showed him, among other interesting products, a perestall which had been made of North Dakota clay. As he was not much enthused over it, she asked him where he came from. 'Have you

any good soil' in Pennsylvania?" "Oh, yes, we have remarkable soil there. In some places it is so rich that you can put a nail down into it in the evening and the next morning you will find a crowbar there." She promptly informed him that in her state they use a tack for such purposes. He was glad to note that the best example of the products of that state was not hanging upon the wall.

"The child has a right, too, to be happy in his work. How can he be happy in his work if the teacher is not also happy in hers? And how can she be happy in her work if the requirements of principals and superintendents crush out her spontaneity? Do not use up your energy as principal or superintendent by imposing burdens upon teachers who do the work. If you have no work to do to occupy you, put your surplus energy into the business of making the delegation to the N. E. A. next summer the largest in its history."

### Standing and Promotion.

THE SCHOOL JOURNAL for Oct. 21 contained the first three of the six regulations issued by Supt. Asher J. Jacoby, governing the standing and promotion in the elementary schools of Milton, Mass., during the year 1905-06. Below will be found the remaining three, which are of

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equal importance with those that went before:

4. Pupils whose work on the whole has been satisfactory, and who have given evidence that they are qualified to do advanced work, shall be promoted. Those whose work in the main has been unsatisfactory, and who have not given sufficient evidence of ability to do the work in the succeeding grade, shall not be promoted. In exceptional cases and for good reasons conditional promotions may be made for a definite time.

5. Regular promotions shall be made whenever a class has satisfactorily done the work of a grade. Special promotions may be made whenever a pupil is found qualified to begin the work of the next higher grade.

6. At the end of each period of two school months a report shall be sent to the parent or guardian of every pupil. The scholarship marks shall indicate the monthly estimates taken from the teacher's report, modified by the results of any written tests given during the period. Each report shall be signed by the parent or guardian as evidence that he has seen and examined the report, and returned to the teacher.

Each pupil's report shall become his property at the end of the year, or whenever he leaves school.

#### Philadelphia Evening Schools.

The evening schools in Philadelphia are steadily growing in popularity and attendance. From the present indication the enrollment promises to be far in excess of that of any previous year. The statistics of the schools show remarkable variations in the age of pupils. The average age is twenty years, but a large number are between thirty and forty; some 411 are between forty and fifty, and eighty-eight are over fifty. In the districts where the foreign element live whole families, even to the grandfather and grandmother, come to

study the rudiments of English education. In many cases the teachers have acquired the Italian language in order that they may give instruction to this ambitious race.

#### New School Buildings.

A \$250,738 contract has recently been let for a new high school building at Ann Arbor, Mich.

Shepherd, Mich., is to have a new high school. The cost will be \$16,000.

Madison, Wis., has voted bonds for a new building.

The school authorities at Horicon, Wis., are planning a \$20,000 high school. They will plan for manual training, domestic science and business rooms in the erection of the new building.

Monroe, Wis., has voted \$40,000 for a new school.

Thru the vigorous efforts of Hon. S. G. Gilbreath, Chattanooga, Tenn., is to have a new high school building to cost \$50,000.

Prof. S. L. Mackie, a district supervisor of Knox county, Tenn., has been instrumental in securing a \$10,000 school building for his district.

At the present time one of the finest high school buildings in the South is being erected at Birmingham, Ala. Superintendent Phillips is to be congratulated on the outcome of his efforts to secure this new addition to his equipment.

The new high school at Klamath Falls, Ore., will cost \$30,000.

The new \$14,000 school building now being constructed in Caldwell, Ohio., is due to the earnest and untiring efforts of Supt. C. J. Foster.

A recent bequest of \$5,000 is enabling the school authorities of Jerme, Ohio, to erect a much needed school building.

Supt. Chas. W. Taylor, of Geneva, Neb., is eagerly awaiting the completion of a fine new school building. New buildings are also in process of construction in the following Nebraska towns: Edgar, Fairfield, Bancroft, Holdrege, Brock,

Greenwood, Ashland, Emerson, Havlock, St. Edward, and Spencer.

#### Ontario Teachers' Association.

The Oxford Teachers' Association of Ontario recently held its forty-fifth annual convention, at Ingersoll. The meeting lasted for two days. The following educators appeared on the program: Pres. C. S. Kerr, of Woodstock, "Present Day Problems in Education"; Mr. A. M. Overholt, Woodstock collegiate institute, "Teaching Arithmetic"; Dr. Hutt, Ingersoll, "Philosophy of History"; Prin. H. F. McDiarmid, Central school, Ingersoll, "Discipline"; Prof. Alexander, Toronto university, "The Novel, Its Origin and Use"; Mr. G. L. MacDonald, "Homework and Health"; Mr. Kidd, of Tillsonburg high school, "Composition"; Prof. S. B. McCready, B. A., "Nature Study." The next meeting of the association will be held in May, 1906, at the MacDonald institute, Guelph.

#### Kansas Teachers' Meeting.

The meeting of the Northwestern Kansas Teachers' Association, to be held at Smith Center at about Thanksgiving time, promises to be of unusual interest to the 600 teachers who it is expected will attend. The members of the executive committee in charge of the program are: Pres. C. M. Arnold, Phillipsburg; Supt. T. W. Simmonds, Maukato; E. E. Collier, St. Francis; S. V. Mallory, Goodland; W. G. Riste, Norton, and Edwin Brookins, of Smith county.

C. A. Bryce, M. D., editor of the Southern Clinic, in writing of la grippe complaints, says: I have found much benefit from the use of antikamnia tablets in the fever and muscular painfulness accompanying grip. A dozen tablets should always be kept about the house. Druggists speak well of them and so far as our experience goes, we can endorse the above—*Southern Medical Journal*.

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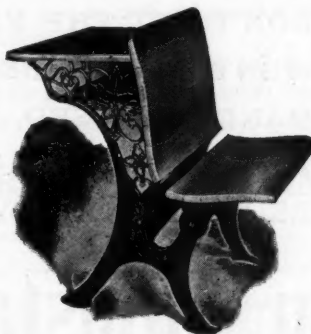
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AGENTS

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## The Greater New York.

At the recent meeting of the City Principals' Association the members expressed themselves in favor of the retention of the open text-book list. When the matter comes before the board of education it is hoped that the board will give the matter favorable consideration.

If sufficient funds are forthcoming during 1906, the superintendents will extend the work in cooking and shopwork in the elementary schools.

A new style of blanks has been issued, to be used by all applicants for excuse of absence with pay. Principals are requested to secure these new blanks for future use.

On Nov. 11, the Brooklyn kindergartners will give a reception to the kindergartners of Queens.

One of the features of the meeting of the City College Club on Oct. 28 was the address by Gen. Henry E. Therman, of the class of 1860. His subject was "A Modern Constitutional Obligation."

President Tift, of the board of education, presided at a reunion of the graduates of "Old Fourteen," in the school building on East Twenty-seventh street, Oct. 27. Those who were graduated previous to 1900 had been invited.

The annual report of the Brooklyn Teachers Association has been highly commended by all who have seen it. Letters from principals and superintendents in New York and other cities, expressing themselves as highly pleased with the report, have been received by President Best. More than five hundred requests for copies were received after the edition was exhausted.

The Brooklyn Teachers Association will tender a complimentary dinner to its President, Lyman A. Best, on Nov. 18. The dinner is given in recognition of President Best's efforts in behalf of the association. Several prominent speakers will be present.

It is thought that the board of education will take an appeal from the judgment of Justice Gaynor in favor of the Brooklyn teachers in regard to the back salaries under the Pettengill schedule. It is claimed by the board that the Pettengill schedule was not legally adopted. This will be the basis of the appeal if it is decided to take one.

The Grand Jury in Brooklyn recently began an investigation regarding the charges of cruelty to boys confined in the Brooklyn truant school. The charges are brought by some of the parents of the boys. One of them, Joseph Silcock, whose son died while in the school, declares that the boy's death was the result of the harsh treatment he received.

Henry Van Schaick, a retired lawyer, has been elected president of the New York University Corporation. During the past year the university has received gifts to the amount of \$98,000. The total enrollment this year is 2,404.

The total amount of money in the scholarships won by the students of the boys' high school in Brooklyn graduated last June, is \$12,325. Of the scholarships, twenty-one were awarded by Cornell; two by New York university; three by Columbia, and two by Amherst.

Mr. James Clancey, the newly appointed commissioner of education, succeeds Mr. Lummis on the committees on high schools, training schools, lectures and libraries, and as representative to the local board of District No. 17.

Edwin S. Lundy, of P. S. No. 58, has been elected superintendent of the public schools of Linden, N. J. He has accepted the position.

The Kings County Pharmaceutical Society recently determined to offer a free scholarship to the boy who passes with the highest percentage in the high school examinations in chemistry, physiology and botany. There is one stipulation to

the effect that the successful candidate shall have the required fifteen Regents counts

Mrs. Elizabeth B. Sanders, who died at her home in New York on Aug. 5, bequeathed \$5,000 to Barnard college. Several other institutions, mostly charitable, were remembered in the will. Mrs. Sanders was the wife of the Rev. Dr. Henry M. Sanders, and the founder of the League of Political Education.

On Oct. 24, the American Museum of Natural History received a valuable collection of moths, embracing 26,000 specimens from Mexico, Central America, and South America. The collection is a gift from William Schaus, a son of the late William Schaus, founder of an old firm of art dealers on Fifth avenue.

Mr. Schaus is an enthusiastic entomologist. Four years ago he gave to the museum a collection of 5,000 butterflies, including many rare specimens from Europe, Asia, Africa, Australia, and New Zealand.

A royal commission on the care and control of the feeble-minded in England recently arrived in New York. Its mission in America is to investigate the institutions here devoted to the care of the feeble-minded. While in this city the commission will visit the classes for defectives in the local schools.

### Board of Education Meeting.

Since the opening of the schools in September the attendance in the schools has increased remarkably. In the elementary schools there is a daily attendance of 498,015, an increase of 22,236. In the high schools the increase has been something like 21,681. These facts were brought out in a report of the principals submitted to the board of education at its meeting on Oct. 25. In his summary Dr. Maxwell reported a decrease in part time, putting the figures at 76,485, a



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decrease of 3,741 under the figures of 80,226 for last year. In an explanatory note it was stated that the figures 76,485 did not include 9,900 who are now on part time but who will be in regular attendance by Nov. 1.

When Justice Gaynor handed down his decision in favor of the Brooklyn teachers in their recent suit for back pay under the Pettengill schedule, the law committee of the board of education passed a resolution directing the corporation counsel to take an appeal. During the meeting Chairman Harrison arose and said that the committee desired to withdraw that resolution. It was passed very soon after the decision, and now that the matter had been investigated further he felt that there was nothing to appeal. By vote the board consented to the withdrawal of the resolution.

Another matter of importance before the meeting was the securing of athletic fields for the schools. In the discussion it was pointed out that on account of the rapid growth of the city it would be necessary to act quickly if the desired land was secured at all. In order to illustrate this the following incident was cited: When the committee visited the Bronx for the purpose of finding a suitable field, a plot of land was selected. When the committee returned a few weeks later they found two apartment houses in course of construction on the land they thought of purchasing. The price of the lots had advanced over \$2,000.

At the suggestion of the committee the board requested the city to appropriate \$200,000 for the purchase of the proposed fields.

Another matter to come before the meeting was the consideration of an amendment to the by-laws. The proposed amendment provided that a person appointed as principal or teacher, who fails to report for duty within fifteen days from the date upon which the appointment is to go into effect, will be considered to have declined the appointment. The previous by-laws fixed the limit at fifteen days from the notification of appointment. Some of the members wanted the proposed amendment to go back to the committee for examination before it was finally voted upon. One of them said he looked with suspicion upon anything the board of superintendents did, and he did not propose to be caught in any trap.

Dr. Maxwell arose and said that the matter was very trivial. The amendment was solely in the interests of the teachers. It was manifestly impossible for a teacher notified on June 29 of her appointment the following September to report for duty in July. The objections were finally overcome and the amendment adopted.

One of the appointments made at the meeting was that of E. J. McNally as assistant to principal in P. S. No. 2, on Henry street, Manhattan. In meeting one of the objections to Mr. McNally's appointment, City Superintendent Maxwell said that the case was a peculiar one. P. S. No. 2 was one of the largest boys' schools in the city, and as Principal Burnham was ill and not likely to be on duty for a few months it was absolutely necessary to have a man assistant. It did not mean that a man should permanently be assigned as assistant in a boys' school.

In a report from the elementary schools committee it was shown that the charges of insubordination and neglect of duty brought against Miss Mayce E. Earle, a teacher in Queens, had been sustained. The board voted to dismiss her from the services of the city.

A committee is to be appointed for the purpose of securing a school-ship to replace the St. Mary's. This old vessel has outlived its usefulness. Chairman Aldcroft of the executive committee on the nautical school will be chairman of the special committee which will consult with Commander Hanus of the St. Mary's as to a new ship.

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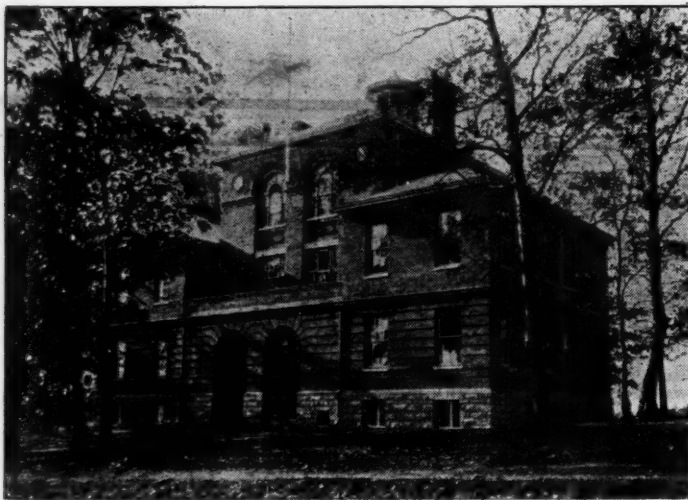
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**State Licenses Good in New York.**

Teachers holding state licenses, whose services have been accepted by the board of education, says the *Globe*, are entitled to recover judgment, even tho they do not possess the city license qualifying them for their position. This is in effect the decision of the Appellate division in affirming the judgment to Hedwig Shaul and Fayette Getman as executors of the will of Oscar E. Shaul, deceased, of \$14,625, representing with interest five years and eleven months' salary as principal, to which the lower court decided that Mr. Shaul was entitled. After the original judgment had been obtained Mr. Shaul died, but the appeal which had been taken was defended by his executors. The conditions surrounding the case are as follows:

In January, 1889, Mr. Shaul received a

state certificate which under the statute was "a legal license and authority to teach in any of the public schools in this state without further examination to whom the same was granted." In September, 1894, Mr. Shaul was appointed principal of P. S. 100 at Coney island, with no time fixed limiting his appointment. He continued to serve until June, 1897, when the city superintendent refused to permit him to continue as principal, but offered to grant him a special head of department certificate. This was refused by Mr. Shaul, who insisted upon his right to teach, but when he went to the school he found his desk locked, and he was excluded by the janitor. Suit was therefore brought and Justice Gaynor awarded judgment to Mr. Shaul.

On the appeal an interesting argument was heard before the Appellate division.

The contention against Mr. Shaul was that his original appointment was restricted as to time and conditional and that the board of education legally by resolution, in effect, removed Mr. Shaul as principal.

In defense of the claim of Mr. Shaul, Ira Leo Bamberger contended that Mr. Shaul had a state certificate and did not require a principal's license. He argued that the city superintendent could not "displace the decedent, so as to advance a more favored teacher to the principalship" without charges being brought and a hearing held. As to the question of a conditional appointment, sufficient evidence had not been brought forward, Dr. Maxwell having testified that he wrote the letters "con" in pencil on a certain appointment blank dated June 19, 1895. Furthermore the term "provisional" or "conditional" licenses cannot be found in the charter of the city of Brooklyn or in the by-laws, and there was no authority in the board of education to issue a "conditional" or "provisional" license.

It was argued against the claim that Mr. Shaul "must have received a written contract, or his term and compensation must have been fixed by resolution of the Board." Evidence was presented to show that Mr. Shaw "did not contract with the board of education from year to year," and that he never saw the various resolutions of the board. The decision of the Appellate division in affirming the judgment was unanimous.

**Brooklyn Evening Trade School.**

The Brooklyn evening trade school has an unusually large attendance this year. The demand for seats has been so great that it will be necessary to put the pupils in this school on part time. There are now about 1,200 young men and women on the waiting lists.

The same condition exists in the evening high and elementary schools, and the force of teachers appointed has been found to be entirely inadequate. It is expected

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that additional appointments will soon be made. The increased attendance at these schools is the result of a vigorous effort on the part of District Superintendent Elgas to give the pupils more systematic instruction than has been possible in the past.

### Aid for Poor School Children.

The New York Association for Improving the condition of the Poor is co-operating with the school teachers of the city in relieving suffering among school children, their parents, and younger brothers and sisters.

One day last winter, says the *Globe*, the association received appeals from school principals and teachers in behalf of twenty-nine families. Within six hours every family was visited; emergent aid in food and coal provided for many, and orders given for shoes and dresses and coats required by the children of school age. During the winter the association gave not only clothing, groceries, food, and rent, but found work for older boys and parents, taught mothers to prepare food properly, and sent a visiting cleaner to make sick mothers comfortable and to get the children ready for school.

In each case the need, the surface evidence of which comes to the attention of the teacher, was followed back into the home and its conditions, aiding throughout the period when the family was unable to do justice by the school child.

In many instances the home income was sufficient, but the home management inefficient. Such homes, it is suggested, could be more effectively benefited through educational work emanating directly from the school. The association can be reached by telephone (348, 349, and 1,873 Gramercy) from 9 A. M. to 12 P. M. Letters or postal cards should be addressed to Mrs. H. Ingram, superintendent, 105 East Twenty-second street. Reference slips will be furnished upon application.

### Circulation of Specimens.

When the public school teachers of New York city first began the systematic teaching of simple lessons about flowers and birds, the American Museum of Natural History was often called upon for specimens. Finally Dr. Bumpus, director of the museum, conceived the plan of establishing a loan system. For this purpose he had several sets of boxes constructed, in which he placed study groups of mounted birds and flowers. These were loaned to any school which made an application.

The innovation was purely experimental at first, but it was soon found necessary to increase both the number of group specimens and the sets. At the present time the museum is maintaining a regular system of circulation among an ever-increasing number of schools, and is covering a great variety of materials. Last year the collections were used by 200 schools, and were studied by 370,000 children in Greater New York.

### The Pure Food Era.

The medals of award at the Lewis and Clark Exposition, Portland, Ore., were made in conformation with the most rigid food laws with respect to purity, freedom from adulteration, preservatives and coloring matter and under this most careful ruling, together with the consideration given to flavor, beauty of package and attractiveness, the Gold Medal was awarded to the following products:

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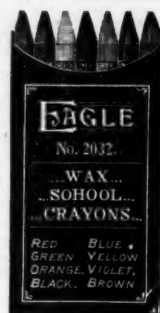
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## Institute's Oral English Course.

The Brooklyn Institute of Arts and Sciences has decided to continue the course in methods of teaching the use of oral English which was begun last fall under Prof. Erastus Palmer, head of the department of public speaking in City college. The object of the course is to assist teachers in the public schools in their methods of teaching English. Two classes, advanced and beginners, started their work Oct. 14, in the Art Building in Montague street. The sessions of one hour each will continue on Saturdays thruout the winter.

## Teachers Want Rules Modified

When the new pension law was passed the teachers were reconciled to the payment of one per cent. of their salaries to the fund, because they expected the board of education to adopt less stringent rules governing excuse of absence without pay. So far the board has not seen fit to act upon the matter.

In the bulletin issued by the Brooklyn Teachers Association, on Oct. 26, Dr. Charles O. Dewey, chairman of the legislation committee, suggests that the "board of education form a joint committee from the board and the teaching force to prepare rules that will be just and equitable for excusing the absence of teachers—just to the teachers and just to the retirement fund."

## Teachers Preparing for N. E. A.

The New York teachers are looking forward to the next meeting of the National Educational Association with more than ordinary interest. While the place has not yet been decided upon, it will undoubtedly be somewhere on the Pacific coast. The prospect of such a trip appeals to Eastern teachers, for many of them have never had an opportunity to visit the far West.

Already the New York state representative of the N. E. A., James C. Byrnes, is making elaborate plans for conducting western trips in connection with the next meeting of the association. At the present time the plan includes visits to Pike's Peak, the Colorado Canyon, Yellowstone Park, Santa Catalina, and Mt. Shaska. Trips to Japan and Alaska will be planned for those who wish to take them.

In order to facilitate his work, Mr. Byrnes has hit upon a scheme which promises to be unusually successful. With a few other teachers he has organized a New York National Educational Club. The members, a goodly number so far, are paying a regular monthly installment of from \$5 to \$10. These amounts will be placed by Mr. Byrnes to the

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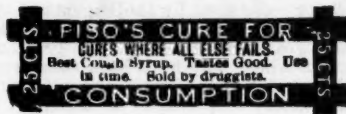
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credit of the members in some savings bank which will give interest. The club will probably leave for the West in the latter part of June. It is hoped that more than one special train will be required to take the New York state teachers on their westward trip to the great convention. From the present elaborate plans this will probably be one of the most important educational tours ever undertaken.

### Some Lectures Worth While.

District Superintendent Bardwell announces the following stereopticon lectures to be given in his district:

Date.	P. S.	Subject.	Lecturer.
Nov. 9, 14, Cuba,			Mr. Bardwell.
" 10, 8, California,			Mr. Randolph.
" 10, 20, Manhattan Island and the Highlands of the Hudson,			Mr. Harrigan.
" 16, 14, Niagara Falls,			Mr. Pardee.
" 17, 8, Evangeline,			Mr. Putnam.
" 24, 20, Cuba,			Mr. Bardwell.
Dec. 7, 14, U. S. History,			Mr. Nisbeth.
" 8, 8, U. S. History,			Mr. Randolph.
" 8, 20, Niagara Falls,			Mr. Pardee.

Classes in the upper grades from neighboring schools are cordially invited to these lectures, if a teacher accompanies the class and will be responsible for the conduct of the pupils. Any teachers desiring to attend should send a notice to the principal of the school in which the lecture is to be held at least two days previous to the date set apart for that particular lecture.

### High School Examinations.

One of the important examinations of the year will be that of applicants for license as first assistant in the high schools of New York city. The examinations will be held Nov. 23 and 24, at the hall of the board of education, and will be both oral and written. In making up an applicant's marks on the oral examination his previous record will be considered. The written examination will include the science of education, the subject or subjects to be covered by the license applied for, methods of teaching such subjects, and the practical conduct of a high school department. The different departments to be covered by the examination are as follows: Biological science; economics; history and civics; mathematics; and mechanic arts (shop-work, pattern-making, mechanical drawing). To be eligible to apply for a first assistant's license, a person who has been ten years in the teaching force of the high schools of the city must, if a man, be less than fifty-six years old; if a woman, less than fifty-one. All other applicants must be more than twenty-five and less than fifty-one years old.

In addition to the above each applicant must have either one of the following qualifications:

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On Oct. 23, the New York City Railroad Company put in operation a schedule so that passengers arriving at the Grand Central station who desire to take a car across the city, or to reach the shopping district, or any other point on the line designated, may be able to do so without transferring.

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